

# Children's Handball



CANADIAN TEAM HANDBALL FEDERATION  
FÉDÉRATION CANADIENNE DE HANDBALL OLYMPIQUE

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## PREFACE

Few years ago, Carin Nillson Green from Sweden, member of the International Handball Federation's Commission for Promotion and Public Relations, published a document for children. The document was released in English only.

The original work was re-translated by Jeff Rowland in the form of 20 suggested lesson plans each of which were laminated and placed in a binder, the idea being the teacher can take each laminated page out for reference when using it in the lesson.

Jeff Rowland was the President of the British Handball Association and the President of the Commonwealth Handball Association. For years he worked to promote and to develop team handball in English countries. Mr. Jeff Rowland died in summer 2000 and his death was a rude shock for the handball community- world wide.

This booklet is about basic training in a playful way. The exercises will develop the movements of a young body and give a good start for the basic knowledge of handball.

In order to support the growth and promotion of Canadian Handball and Commonwealth countries, the British Handball Association (BHA), the Commonwealth Handball Association (CHA) and the International Handball Federation (IHF) have generously authorized the Canadian Team Handball Federation to adapt and to reproduce this educational material for teachers.

Parts of "Children's Handball" were published in The Pivot, the technical newsletter of the Canadian Team Handball Federation (#6, #7, #8 - 1997). For practical reasons, the same articles were reunited in one unique document.

Therefore this document is aimed at coaches and teachers of males and females in the 6 to 10 year old age group. The following detailed exercises and descriptions are meant merely as suggestions and do not claim to be a complete methodical and didactic balance.

The Canadian Team Handball Federation (CTHF) wishes to thank the British Handball Association (BHA), the Commonwealth Handball Association (CHA) and the International Handball Federation (IHF) for their promotional support.

***Let them have fun... and have much success!***

# I. UNDERSTANDING ONE ANOTHER

## DEVELOPMENT OF BALL SKILLS

Equipment required:

- >>> one ball per child
- >>> coloured bands or bibs
- >>> cones

### 1. GAME: 'NAME TAG'

Within a reasonable space, one child is nominated to be 'alive'. The Children move quickly around the space and the nominated individual must try to 'tag' one of the other children. The child who is caught must say his/her name out loud and the name **is** repeated by all the other children, and the game continues this time with the individual who has been 'caught' becoming the 'tagger'.



## **2. EXERCISES WITH THE BALL (ONE BALL PER CHILD)**

- a) The ball is placed on the head and held there by one hand. The children run around the court, changing direction and changing hands from time to time.
- b) As above but holding the ball with two fingers or finger and thumb.
- c) The ball is placed on the floor and the children roll the ball on the ground first using the hands and then the feet. Let them also experiment to see how many other parts of the body can be used to roll the ball.

## **3. THROWING THE BALL**

### One ball per child

- a) Standing on the spot, throw the ball into the air and catch it. Ask the children to throw the ball in the air ten times and catch without dropping it. Throw the ball in the air clap the hands before catching the ball again. What other exercise can be tried whilst the ball is in the air?
- b) Throwing the ball into the air make a circle with the arms and allow the ball to pass through on the way down. Let the ball bounce once and catch it.
- c) Throw the ball into the air catch it after one or two bounces. Follow this by throwing the ball into the air and let it bounce, and whilst so doing the child jumps off both feet continuously into the air, and continues doing so until the ball becomes stationary on the floor.
- d) Each child throws the ball in the air and tries to hit the ceiling.
- e) Bouncing the ball very hard against the floor jump into the air and catch the ball.

## **4. GAME: CIRCLE PASSING**

The class form a circle with one child outside. The children in the circle pass the ball one to the other whilst the outer player runs outside and around the circle to return to the starting place before the ball has completed the circuit.

## **5. HANDBALL GAME**

The class play handball or something similar, with as few rules or restrictions as possible.

## 2. THROWING AND CATCHING THE BALL BOUNCING THE BALL ROLLING THE BALL

Equipment required:

>>> one ball per child

>>> cones

### 1. GAME: AS PER LESSON 1

### 2. EXERCISES TO GET USED TO THE BALL

- a) Running about the hall throwing the ball in the air and catching the ball. Upon a given signal, or, if music is used, the music stops, the children run to a wall throw the ball against the wall, let it bounce and catch the ball. Repeat
- b) Moving rapidly around the hall, bounce and catch the ball with two hands on the given signal run to the wall, throw the ball against the wall and catch before it bounces.
- c) Standing on the spot
  - throw the ball up in the air and catch
  - throw, catch, bounce, catch
  - throw, catch and roll the ball around the body changing hands when necessary
- d) Bouncing the ball hard against the floor the child jumps off both feet simultaneously with each bounce until the ball finally comes to rest
- e) Bounce the ball hard against the floor, spin around and catch.
- f) Sitting on the floor with the ball placed between the feet Lift the feet and spin around in two directions one after the other without losing control of the ball. How many time can this be repeated before the ball is lost?
- g) Sitting on the floor, ball between the feet. Lift the legs over the head and take the ball with the hands.
- h) Sitting on the floor, lift the legs and roll the ball under the legs.
- i) On all fours, play the ball between the hands using the palm of the hand.

- j) Standing in a line one side of the hall each child:
- rolls the ball to the other side and runs to try and overtake the ball
  - rolls the ball, chases to overtake the ball, lets the ball roll between the legs, facing the direction the ball has travelled, turn around and catch the ball

### 3. THE HANDBALL THROW

Standing in a line along one side of the hall

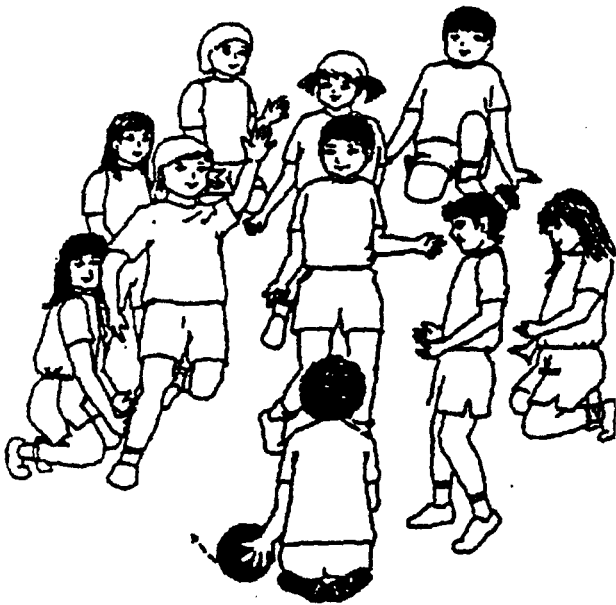
- a) When making the throw the children should keep the ball high in the air over the head with the opposite foot forward (see illustration)

Practice the motion of throwing the ball and repeat several times transferring weight from one foot to the other. Practice the throwing movements utilising both hands.

- b) Upon a given signal let the children throw the ball and then run quickly to retrieve it
- c) Throw the ball high into the air, let it bounce twice before catching it.
- d) As above but with one bounce.
- e) As above but to catch the ball before it bounces.

Exercises c-d may be attempted over a horizontal bar or rope if such equipment is available.



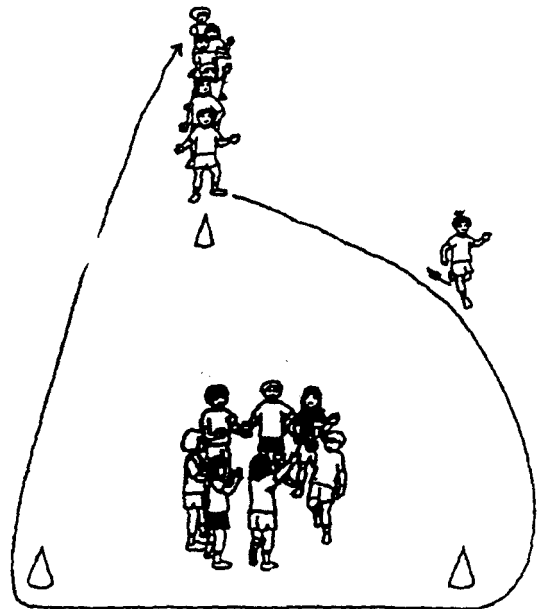


#### 4. GAME

Divide the children into groups. The larger number kneel down to form a circle with the remainder placed inside the circle. The 'outer' children roll a ball at the children inside who must avoid being hit by jumping over the ball. when *they* are hit *they* must join the outer circle and become part of that group. the game is ended when just one child remains inside the circle. (Note: to make the game more enjoyable, consider introducing a second ball)

#### 5. GAME

Again divide the children into two groups. One group forms a circle and with one ball they count the number of passes they can make, around the circle, whilst the other group run, in relay style around a circuit marked by cones. Once each member of the relay team has completed a circuit, the teams change and the team attaining the highest number of passes is declared the winner.





### 3. MOVING WITH THE BALL THROWING THE BALL

#### 1. GAMES

##### a) Ball Tag

Two children have a ball each in their hands. They are the 'taggers' and the object is to chase the other children to touch them with the ball. Once this is achieved the ball is transferred to the child who has been touched. He/she then becomes the 'tagger' and the other child joins those who are being chased

#### 2. GETTING USED TO THE BALL

##### a) Bounce the ball in these different ways:

- with the right hand
- with the left hand
- with both hands
- alternately with left and right hands
- as low as possible
- kneeling down
- sitting on the floor
- standing on one leg
- 'Follow my leader' All the children imitate the actions of the teacher

##### b) Walk around the hall bouncing the ball:

- a) make eye contact with another player
- b) whilst bouncing change balls with another player

##### c) The children run around the hall bouncing the ball and on a given signal run to the wall bars or similar and then run back to the ball and continue bouncing

#### 3. THROWING THE BALL

##### a) Standing at one side of the hall throw the ball:

- as far as possible
- as high as possible
- at a certain spot

After every throw run after the ball and bounce it all the way back to the starting position.

- b) Throw the ball against the wall and try to catch the rebound: after one bounce on the floor without a bounce
- c) The teacher places mats against the wall and the children shoot as hard as they can against the mat and any volunteer goalkeepers should be allowed to try. Try to use softballs if possible or alternatively throw from a long distance

#### **4. GAME: ELEPHANT TAG**

One child is appointed to be a 'tagger' and uses one arm as a trunk as in the illustration. The other children utilise the whole of the space to avoid being touched. However, once they are, they too become elephants and the game continues until all the children are caught.

## 4. EXERCISES IN PAIRS

Equipment required:

>>> one ball per child

>>> coloured bands

### 1. **GAME: CHAIN TAG**

Two children join hands and with their free hand they try to touch the other children who are running around the hall. Once a child is touched he/she joins the two chasing and when a fourth child is caught the chain splits into two pairs and the exercise is repeated until all the children have been caught.

### 2. **GETTING USED TO THE BALL**

In two's with one ball:

a) Follow my leader

Line up in pairs. The player in possession of the ball follows the leader in front trying to copy each of the leaders' actions. Positions should be changed after a little while

b) As above but now the leader has the ball and the partner follows

c) As above, but now the leader tries to lose his partner who must follow like a shadow

d) In pairs - the player with the ball chases his/ her partner trying to throw to hit the partners legs

e) In pairs - standing back to back. Pass the ball to the partner, around the side of the body using both hands and without moving the feet. On receiving the ball the partner passes the ball back, but this time around the other side of the body. The direction of the passing can be changed upon a signal by the teacher

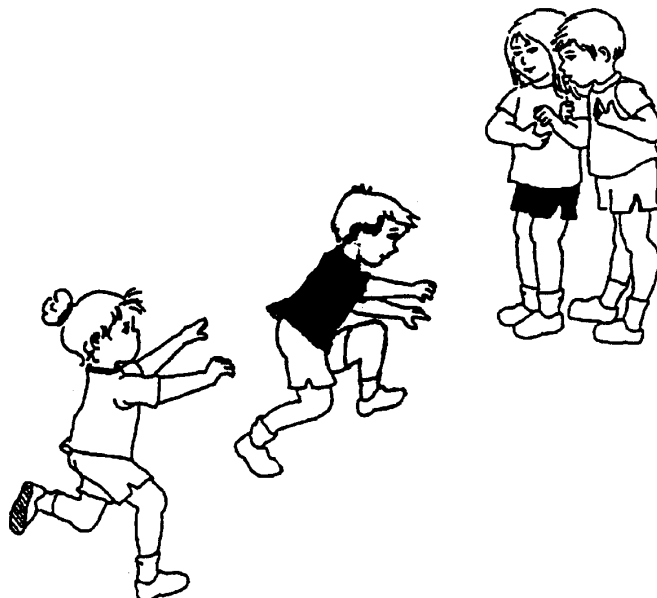
f) Standing back to back, but now with legs wide apart. Pass the ball between the legs to the partner who bending forward receives the ball above the head, and repeats in the opposite direction

### 3. **PASSING THE BALL**

- a) The children stand two or three metres apart facing each other. Experimenting they throw and catch the ball in diverse manner
- b) Now running on the spot pass and catch the ball
- c) Transferring weight from one leg to the other pass the ball
- d) Moving around the hall passing and catching the ball
- e) In pairs - in a line down the hall. The player with the ball stands a little way behind the partner. By means of the handball throw the ball is thrown over the head of the partner who immediately chases after the ball and bounces it back to the start position. Repeat the exercise but change the positions after a short period of time
- f) As above but rolling the ball past the player

### 4. **GAME: GINGER BREAD TAG**

One member of the class is chosen as a 'tagger' and one to be chased. The other children stand together in pairs with their arms interlocked spread out in the hall. The child being chased can save himself/herself by clutching one child in a pair. The other child disengages and now becomes the one who is being chased. Change the 'tagger' from time to time.



## 5. GAMES USING THE HANDBAL THROW

Equipment required:

- >>> One ball per child preferably balls of different size
- >>> Gym benches or cones
- >>> Coloured bands

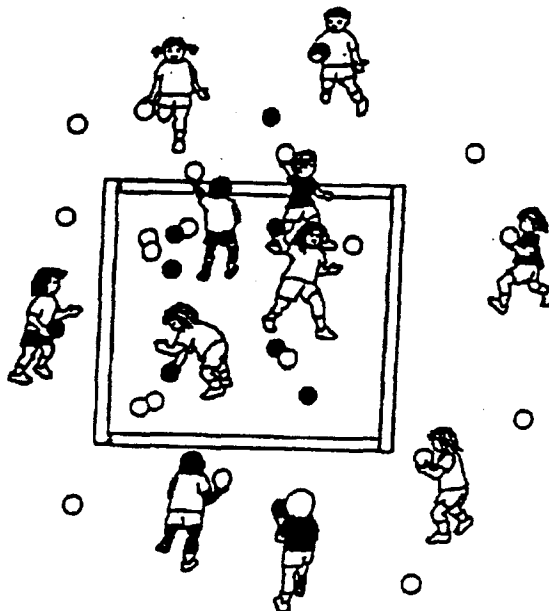
### 1. HUNTING BALL

In pairs

- a) The player with the ball chases his/her partner and throws to try and hit the partners legs
- b) In similar vein to a) but two children are 'it' and they try to hit other members of the group who when they are hit join the 'tag team'

### 2. EMPTY THE BOX

With the benches form a square or rectangle, choose two children to act as sweepers inside the square. Place all the balls inside the square upon the signal the sweepers throw the balls outside the square, whilst the other children chase them and place them back inside, with the sweepers continuing to throw them out. After a short time the teacher interrupts the game and counts the balls both inside and outside. Those with the least number are the winners.



### **3. HITTING THE BALL**

Divide the children into two teams if possible with a ball each. Place a larger ball (basketball, soccer ball) on the centre line. The aim of the game is for the children to throw their ball to hit the bigger ball and try to make it roll over their opponents goal line. Once they have thrown their ball the children are allowed to chase after and retrieve another ball and to follow the momentum of the larger ball in their efforts to score a point or indeed to prevent it crossing the goal line.

An alternative to the above is to place six benches in a diamond shape with a small exit in either end. Place the larger ball inside. The two teams line up either side of a centre line and throw their ball at the larger ball and try to force it through the exit at the other end of the 'bench court'. In this game the children are only allowed to throw from their side of the centre line and they are only allowed to step inside the benches to retrieve a ball. A goal is scored once the ball is forced through the exit at either end of the benches.

### **4. EMPTY GROUND**

Divide the children equally into two groups one in each half of the hall. Spread the balls around and the aim is for the children to empty their half of the court. They must throw high balls or use the handball throw, they must not just roll the balls. When the exercise is brought to a halt the group having the least number of balls in their half are adjudged the winners.

### **5. TARGET SHOOTING**

Place hoops high on the wall or chalk circles or place cones on a gymnastics box and invite the children to throw the ball, using the handball throw, inside the circles or to hit the cones from the box.

### **6. ICEBERGS**

The children stand in the goal area (Europe) with one child in the court, ('the Atlantic) as the Iceberg. The object of the game is for the children to cross the Atlantic to the opposite goal area (America). However, if they are 'tagged' by the Iceberg, they become Icebergs too, and the game continues until all the children have been caught.

## 6. EXERCISES TO GET USED TO THE BALL

Equipment required:

>>> One ball per child

>>> Cones

### 1. GAME

A simple warm up game similar to those described previously.

### 2. GETTING USED TO THE BALL

In pairs with one ball each

- a) 'Follow the leader' moving around the hall one behind the other with the second player imitating the actions of the front runner. Change positions from time to time
- b) Facing each other a few metres apart exchanging balls by bouncing the balls to each other (Bounce Pass)
- c) Now from a sitting position roll the balls to each other
- d) Standing one partner rolls the ball whilst the other bounces it back to their partner
- e) Experimentation using the children own initiative

### 3. Walk then run in various directions bouncing the ball

- a) use the whole hall
- b) use half the hall
- c) use a smaller space

try to avoid collisions

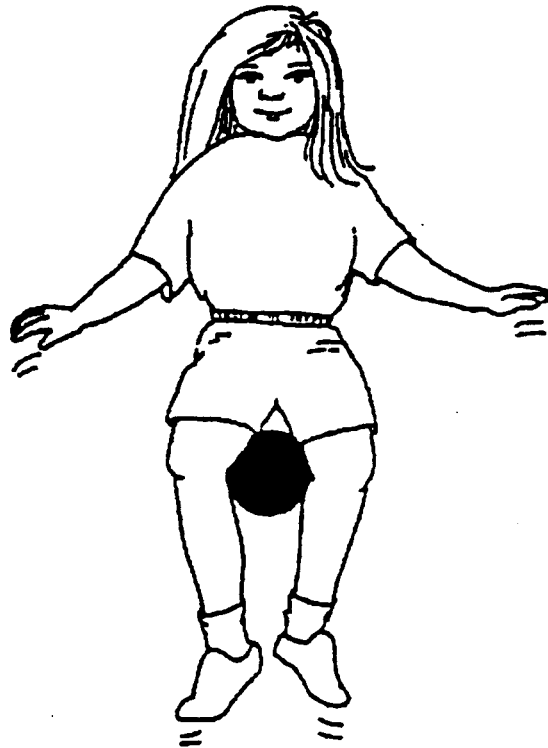
4. Allow the children to throw, roll, bounce the ball at their own discretion, however, try to inspire them to handle the ball in as many different ways as possible and to use the whole of their body. Praise their creativeness and let them demonstrate to the others.

## 5. GAME

Once again Empty ground as described in lesson 5

## 6. BALL EXERCISES

- a) Place a ball between the knees and jump around the hall, taking off and landing with both feet at the same time
- b) Place the ball between the feet jump up and try to take the ball with the hands both in front and behind the body



## 7. GAME: JUMP BALL

Some of the children kneel down and form a circle. Other children are placed standing inside the circle. The outer children roll a ball into the circle trying to hit the legs of the children inside. When a child is hit he/she must leave the inner circle and join the others kneeling in the outer circle.

## 7. EXERCISES WITH THE BALL USING : GYM APPARATUS

Equipment required

>>> One ball per player

>>> large/small boxes

>>> cones, benches, mats

### 1. INTRODUCING THE USE OF BENCHES TOGETHER WITH THE BALL

- a) Running along at the side of the bench roll the ball along the bench top and catch it before it drops off the end
- b) Walk in a crouch position along the top of the bench rolling the ball with the fingers in front of the feet
- c) Walk on the bench bouncing the ball on the top of the bench (one or two hands)
- d) Walk along the bench bouncing the ball on the floor
- e) With the ball between the knees jumping over the bench and along from one side to the other

### TURN THE BENCH OVER

- a) On the rib of the bench balance holding the ball on the head
- b) Balancing on the rib throw the ball in the air and catch
- c) Balance on the rib and bounce the ball on the floor at the same time
- d) Rolling the ball with the hands in front of the feet from one end of the rib to the other

### 2. USING MATS

- a) With the ball between the knees a forward roll on the mat
- b) The ball is placed on the mat, a forward roll over the ball

- c) Roll the ball away, execute a forward roll and catch the ball
- d) Lying stretched across the mat with the ball in the hands, arms extended above the head, roll across the mat
- e) Walking around the perimeter of the inside of the mat bounce the ball continuously outside until a whole circuit is completed

### **3. USING LOW BOXES AND MATS**

- a) Stand on a low box section, throw the ball in the air jump and catch
- b) With one foot on the box jump and throw the ball against a wall
- c) Place the ball on the box jump from side to side without making contact with the ball
- d) Step up and down on a box and bounce the ball at the same time

### **4. USING ROPES OR RINGS**

- a) In folding the apparatus move the ball with the feet from one place or other
- b) Holding two ropes or rings make a backward circle with the ball between the knees or feet
- c) Swing between two ropes with the ball between the feet
- d) Bounce the ball (dribble) slalom style between the ropes
- e) As above but let the ropes be swinging slightly

### **5. USING CONES**

- a) Dribble the ball slalom style between the cones
- b) As above but touching the cones with the left or right hand
- c) Line up the cones and throw the balls handball style to try and knock them over

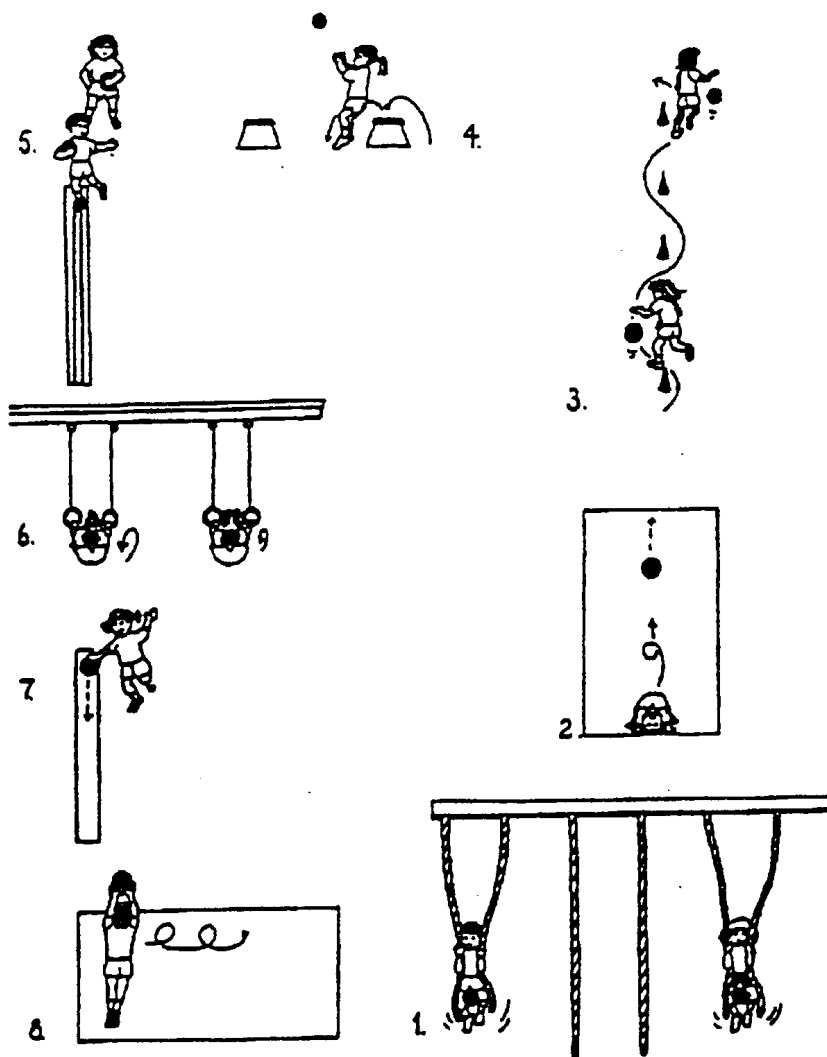
## 6. A CIRCUIT USING SEVERAL STATIONS

(See Illustration)

- a) Dribble the ball around the circuit without touching the apparatus
- b) The children walk around the circuit and do each of the exercises in turn. Where one piece of apparatus is full move to one which has space and return later. Perhaps two/ three laps of the circuit
- c) Play tag with two 'taggers'
  - a) around the apparatus
  - b) both on and around the apparatus

NOTE: For this part of the lesson it is recommended that ropes and rings are not used!

In handball the term dribbling refers to bouncing the ball continuously with one hand).





## 8. HOW TO PLAY TOGETHER

Equipment required:

- >>> one ball per child
- >>> coloured bands or bibs
- >>> cones

### 1. GAME: BALL TAG

Two children are identified as 'on' or 'taggers' each with a ball. They chase the others bouncing the ball with one or two hands. They throw the ball and when they hit another child the 'caught' player changes places with the 'tagger'

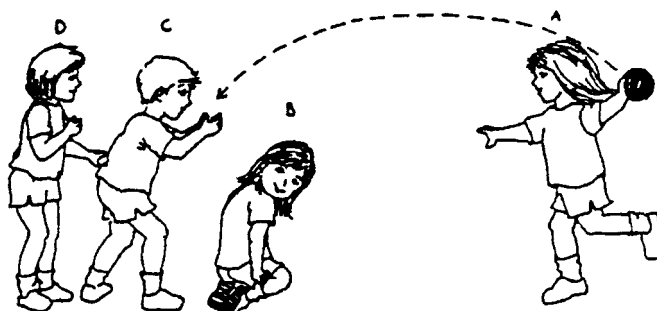
### 2. GAME: NUMBER BALL

In groups of four or five with one ball between the group with the children moving around the hall each child assigned a number:

- a) Throw to each other but in number order eg 1-2-3-4-5-4-3-2-1
- b) As above but as soon as the ball is passed the thrower moves to a new position
- c) As above but with two groups moving in the same area

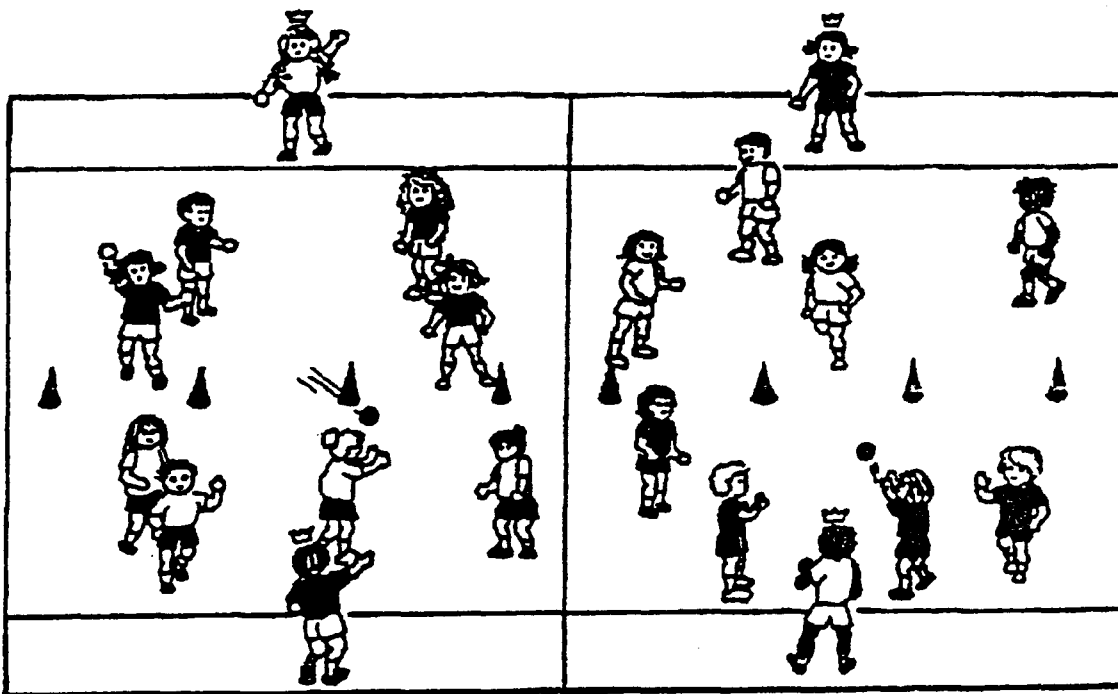
### 3. PASSING THE BALL

One ball between four children (See illustration) 'A' passes the ball to B, who returns the ball to A and then kneels down. A passes to B then to C and then to D who immediately runs to the front of the line and A takes up a position in front of the line with the other children moving back one place. The activity continues, this time with D who now takes up the role vacated by A. Continue until all the players have taken up the front position.



#### 4. GAME: THE KINGS BALL

Divide the class as illustrated. Each team selects a king to stand elevated behind the opposite team. A line of cones divides the playing area, which should not be too large. Each team begins in their own half and try to pass the ball to their king who must try to catch the ball. Where such is successful one player from the scoring side is allowed to take up a position in the opponents half and the ball may be passed to him/her. The team which eventually has all its players in the opposing half is deemed the winner.



## 9. DRIBBING - RELAY RACES

### 1. DRIBBLING (BOUNCING THE BALL WHILST MOVING)

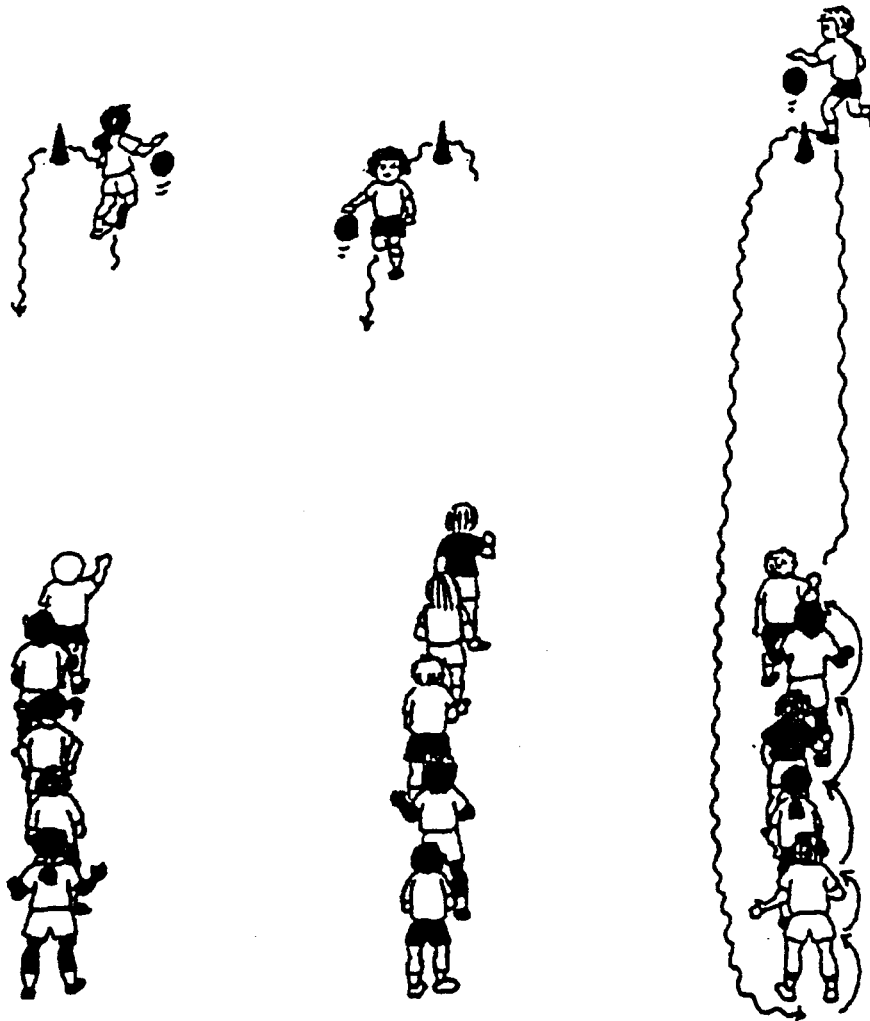
- a) Moving around the court bounce the ball continuously using one hand right and left. (In handball it is not permitted to use two hands simultaneously).
- b) By changing hands - change direction
- c) By changing hands bounce the ball between the legs
- d) Dribble the ball with both high and low bounces
- e) Dribble the ball and with change of speed - fast - slow - fast

### 2. RELAY RACES

Divide children into teams of 4/5 children (see illustration)

- a) Dribble up to a cone and back again, hand the ball to the next player and repeat until the whole team has completed the task
- b) Dribble up to the cone and around it with one hand on the cone, dribble around it again and then back to the team for the next player to repeat the activity.
- c) Dribble up to and around the cone, back to the last player in the line pass the ball up to the new first player who then repeats the action
- d) All the players in the line form a 'tunnel' with their legs the ball travels the length of the tunnel to the last player who then dribbles up to the cone and back again. He/she takes up position in the front of the line, the others moving back one place and the action is repeated
- e) Place a ball half way between the team and the cone. The first player runs forward to collect the ball, dribbles to and around the cone and back to the centre, replaces the ball and claps the hands as a signal for the next player to move forward.
- f) One ball held on the head, one between the knees. the children try this time to jump around the cone. (Note: ensure the distance to travel is not too far)
- g) 'Filling the Hoops'. Three hoops are placed in a line in front of the team. Each team has three balls. The first player takes a ball and places it in the first hoop, returns for the second ball and then the third placing all in the first hoop. The second player runs to the first hoop and one by one places the balls in the second hoop. When this is complete the third player places the balls in the third hoop. Once completed the

situation is reversed until all the balls are back at the start line



### 3. THE HANDBALL THROW (SEE 3-4-5)

Place a series of cones in a line at one end of the hall. The players bounce the ball to a few metres in front of the cones and by means of the handball throw try to knock over one of the cones.

### 4. GAME: CUCKOO IN THE NEST

The children are in threes. Two hold hands making a 'nest' for the third who stands inside the arms. One child is without a 'nest'. On a given signal all the children in the nest, leave and run quickly around the hall and upon a second signal all must try to find a 'nest' again leaving one performer outside. The nests should be spread out in the hall and from time to time the teacher should change the nest makers with the cuckoos.

## 10. AN INTRODUCTION TO TEAMWORK

Equipment required:

>>> one ball per child

>>> bibs or coloured bands

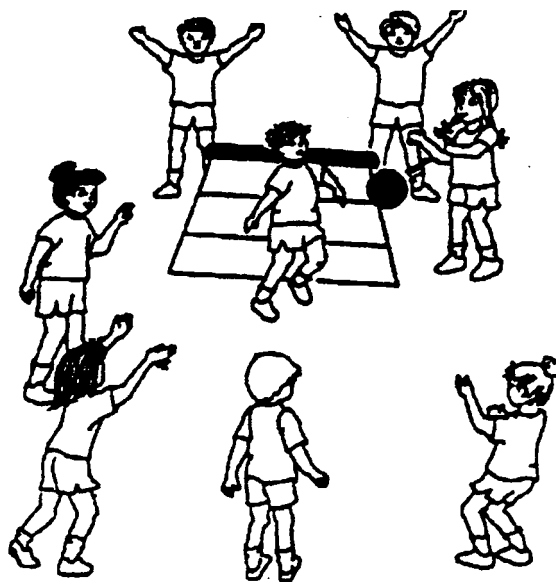
>>> hoops

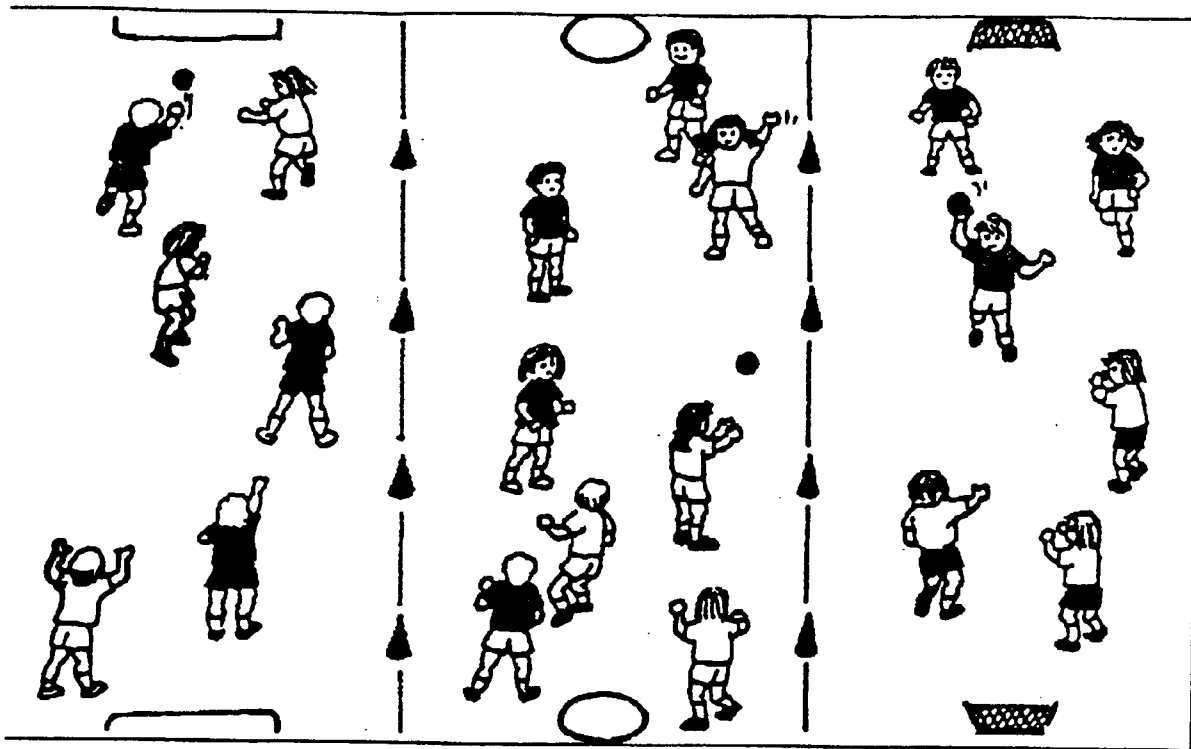
### 1 TEAMWORK

- a) In a limited area a small group pass the ball to one another with the player executing the throw moving quickly to another space once the ball has been released
- b) In threes two players pass the ball to each other with movement as above whilst the third player tries to interrupt the passes.
- c) Three against three trying to keep the ball within your own team. (No body contact no running with the ball and no dribbling)

### 2. TRAINING THE GOALKEEPER (See illustration)

Form a circle around a piece of equipment. One child is selected as the goalkeeper. The players in the circle pass the ball to one another and when the opportunity arises 'shoot' to try and hit the equipment , while the 'goalkeeper' tries to protect it.





### 3. PLAY HANDBALL

Depending on the size of the playing space divide with cones as illustrated and place the children into small groups or teams. Place a cone inside a hoop. decide upon simple rules easily assimilated by the children with the objective of a team trying to throw the ball to hit their opponents cone. One point is awarded for each successful throw.

### 4. PLAY HANDBALL

As above but now with goals, goalkeepers, and goal areas.

Note: Goals may be improvised for example two cones or two high jump stands and the goal areas marked by special studs for the purpose, or, existing markings may be used

No tactics, just let the children use their imagination.

# 11. TEAMWORK IN HANDBALL

## EXERCISES FOR PASSING

Equipment required:  
>>> one ball per child  
>>> coloured bands  
>>> cones

### 1. GAME

A suitable warm up game such as described elsewhere.

### 2. PASSING

In pairs

- a) How many types of passes can you use? Standing on the spot one partner passes the ball to the other using the handball throw, soccer throw in, basketball chest pass etc.
- b) Running on the spot using the handball throw pass the ball to your partner
- c) Sitting make the passes described in a)
- d) Sitting with legs astride pass the ball wide to make the receiver stretch to the side to catch
- e) Lying on front facing one another about one meter apart. Using two hands pass the ball in front of your face to your partner.

### 3. PASSING

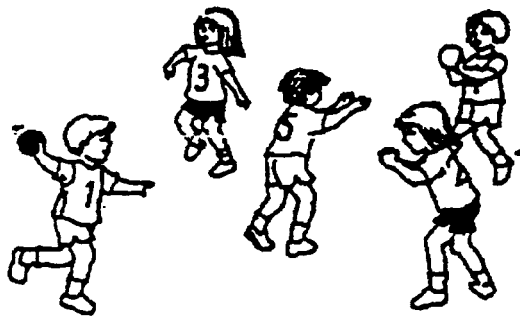
In twos,

- a) Run around the hall passing the ball to each other
- b) As above but this time pass the ball by bouncing it on the floor towards your partner
- c) Move quickly around the hall how many passes can you make without losing the ball

- d) Running across the hall about one meter apart. How many passes can you make before reaching the other side.

#### 4. GAME 'NUMBER BALL'

- a) Place small groups in numerical order 1-2-3-4-5 etc. Number one passes the ball when number 2 has shouted out his/her number. When the ball has been passed the player making the throw should run to a new space. The players call out their numbers to indicate their position, when it is their turn to receive the ball.
- b) Add a second ball to each group, if possible of a different colour. Again each player has a number. The ball is not thrown on this occasion but handed to the next player, the executor running to the receiver. They must check for example when number one is giving the ball to number two is number four handing the second ball to number five etc.



#### GAME 'ONE CATCH AND YOUR OUT'

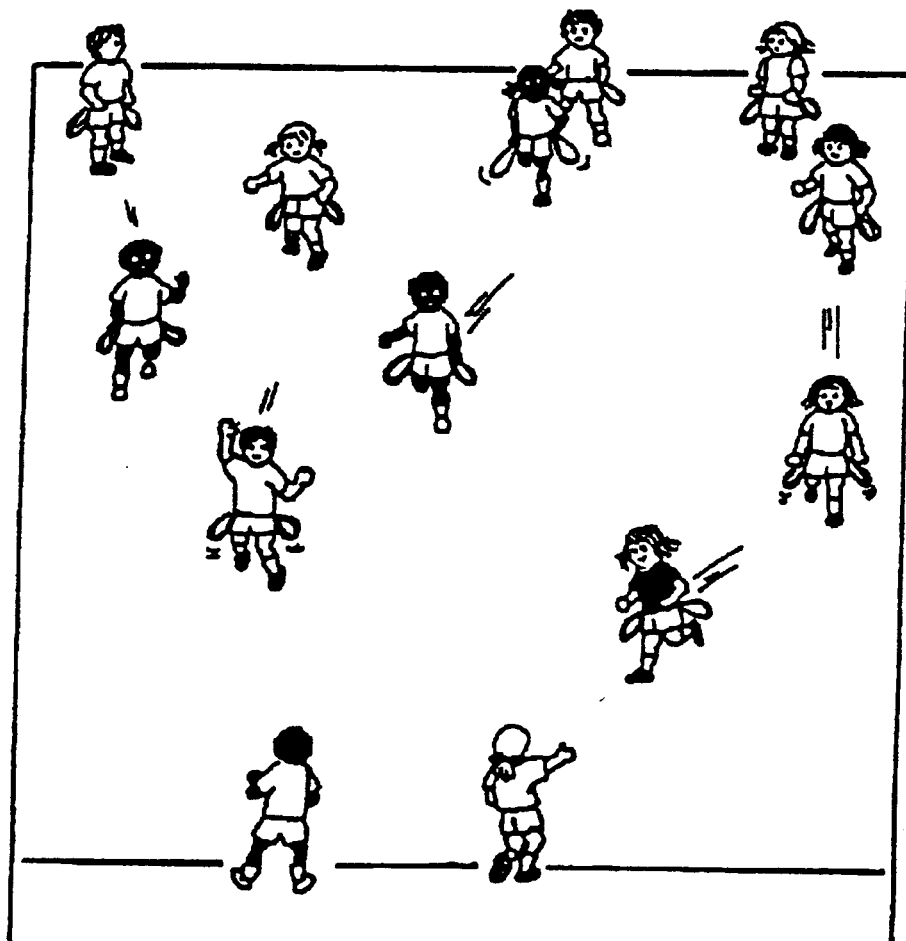
Divide the class into two teams, one team are the 'fielders' and the other the 'batters'. The fielding team take up their positions throughout the hall, whilst the 'batting' team form a line across one end of the hall

The fielding team have a bowler and the batting team a **batsman about 3 meters apart** The ball is bowled underarm and the batsman kicks the ball forward into the fielders and the whole of the batting team run from one end of the hall to the other and back to the start line. Whilst this is happening the fielding team pass the ball to one another (no moving with the ball) and in addition try to hit the running players with the ball. Every player who is hit is 'out'. However, only the 'batsman' can score a point, therefore it is important that he or she gets to the start line safely. The batsman is changed each time and a point can only be scored if the ball is kicked into the court.

important that he or she gets to the start line safely. The batsman is changed each time and a point can only be scored if the ball is kicked into the court. The game continues until every player is out and the teams change their positions. However, should the ball be caught either directly or off the wall etc., before it bounces by a fielding player, the whole of the batting team are 'out' and the teams change their positions immediately.

## 6. GAME: ROBBER BARONS

Select one child to be the robber. All the other children take two coloured bands and tuck them into their waistbands, behind them. (see illustration). Upon a given signal the children run about the hall and the 'robber baron' tries to steal the bands from the other children. As soon as one child loses both coloured bands then he/she becomes a 'robber baron and the game continues until all of the bands have been stolen.





## 12. THE HANDBALL THROW

### BECOMING A GOALKEEPER

Equipment required:

>>> one ball per child

>>> cones

>>> mats

>>> tennis balls

#### 1. GAME

A variation of 'British Bulldog'. One child is placed in the centre of the hall with the other children lining up on one side of the hall. Upon the given signal the class run to the other side of the hall and try to avoid being tagged by the player in the centre. Those children who are touched must stop and take their place as 'taggers' and the game continues until all the children have been caught.

#### 2. THE HANDBALL THROW

Throwing the ball against a wall and catching the ball after one bounce. Ensure when throwing the left foot is placed forward, in front of the body. (the right foot for left handed players). Then:

- a) run a few steps forward and throw the ball
- b) dribble the ball a few steps and throw
- c) roll the ball forward, run after it, lift it up and throw against the wall

#### 3. THE GOALKEEPER

In pairs

One child stands back to the wall, facing his/her partner. The partner throws the ball in different directions around the goalkeeper, who tries as many ways as possible to prevent the ball from hitting the wall. (Soft balls are recommended)

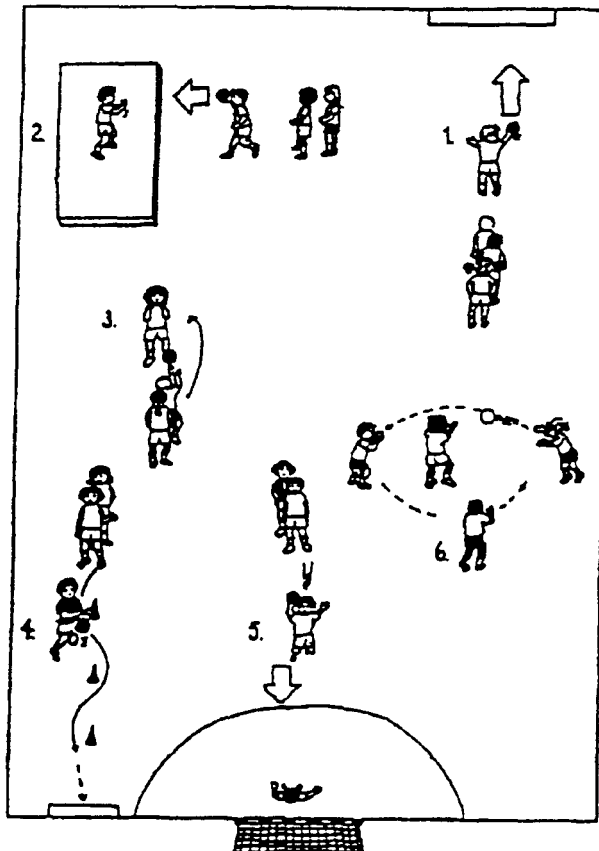
#### 4. THE HANDBALL THROW

- a) Jump in the air, to land on one leg. Right handed children should jump off the left leg, left handed children vice versa

- b) As above but now with the ball in the hand and lifted into the air feinting the handball throw
- c) Running forward a few steps jump into the air and throw the ball. Repeat this action a few times with the ball being thrown against a wall.

**5. A SHOOTING RANGE CIRCUIT (See Illustration)**

- Station 1. Shooting against a mat
- Station 2. Using a mat training for the goalkeeper
- Station 3. Passing and running
- Station 4. Dribbling and shooting against a mat
- Station 5. Jump shots into a goal, with or without a goalkeeper. (Note: the goal may be improvised)
- Station 6. Passing with one defender trying to interrupt the passing



**6. GAME: SHIP - SEA - LAND**

Place three benches or mats in different parts of the hall. Call them ship-sea-land. when the teacher calls ship the children all run to the bench so called etc.



## 13. GAMES WITH BALL AND EXERCICES FOR TEAM WORK

Equipment required:

>>> one ball per child

>>> coloured bands

>>> cones

> 2 small boxes or benches

### 1. GAME:

Begin with one of the games already described.

### 2. PASSING

Small groups of 4/5 children in a small area, passing the ball and moving within the allotted space. Stress that the feet must be moving all the time and the importance of moving from one place to the other. How many of the groups can make ten passes in succession.

### 3. PASSING

Four against four

Again stress the importance of moving from place to place in the allotted area finding empty space into which the ball can be passed safely by a team colleague.

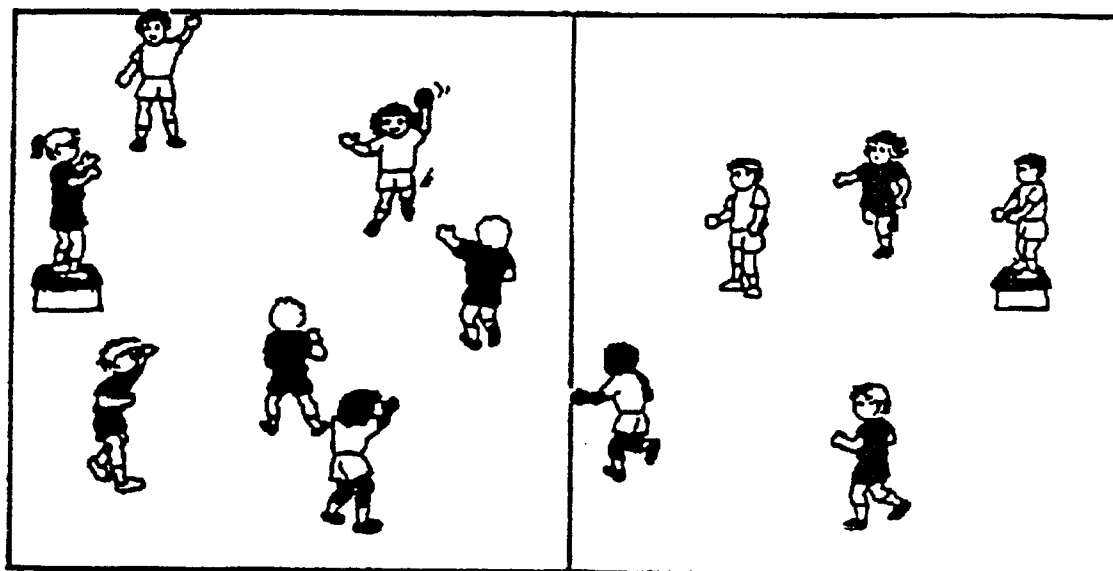
- a) try to keep possession within the team
- b) where a team succeeds in making ten passes without the opponents gaining possession a point may be awarded

### 4. GAME: BENCH BALL (See illustration)

Divide the players into two teams, and if the class is large and the playing area of sufficient size divide the hall with cones to make 2 courts.

At each end of the court place a bench or the top section of a box. A goalkeeper stands on each bench and in the opposite half to that which his/her team are defending. The objective of the game is for the team to pass to their goalkeeper, and a point is awarded when the ball is caught cleanly.

The children may play anywhere on the court, but it is wise to have someone defending near the goalkeeper to make scoring points that little bit more difficult.



# 14. GETTING USED TO THE BALL

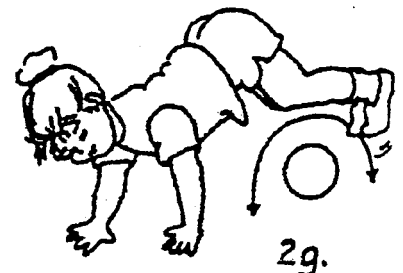
Equipment required  
>>> one ball per child

## 1. DRIBBLING THE BALL

- a) Bounce the ball on the spot. Watch the teacher as he/she bounces the ball in different ways i.e. with the left hand, with the right hand, and follow suit. Try bouncing the ball standing on one foot, or kneeling or from sitting position.
- b) Dribbling around the hall changing directions several times and on a signal from the teacher, stop and bounce the ball on the spot.
- c) Try to bounce the ball without looking at it directly, but out the 'corner of the eye'

## 2. USING THE BALL

- a) Beginning at the feet roll the ball all around the body the ball must always be in contact with the body
- b) Starting with ball at the feet lift the ball slowly upwards around the knees, the thighs, the waist, the chest; the head and back down again
- c) Lift up one leg, pass the ball behind the knee, take the ball in the other hand, lift the other leg and repeat the exercise
- d) Pass the ball in a figure of '8' between open legs
- e) Roll the ball in a figure of '8' between the feet
- f) In a sitting position, legs straight, roll the ball around the body and legs
- g) From the front support position 'jump' with both feet together over the ball
- h) Stand with the ball at the side and on the floor. Jump with both feet together over the ball and back again



- i) With legs apart stand astride of the ball, jump and bring the feet together in the air and land once more astride of the ball
- j) Holding the ball with both hands behind the head. Drop the ball turn around quickly and catch the ball after one bounce. Practice this first turning to the right and then to the left

**3. GETTING USED TO THE BALL**

One ball between two

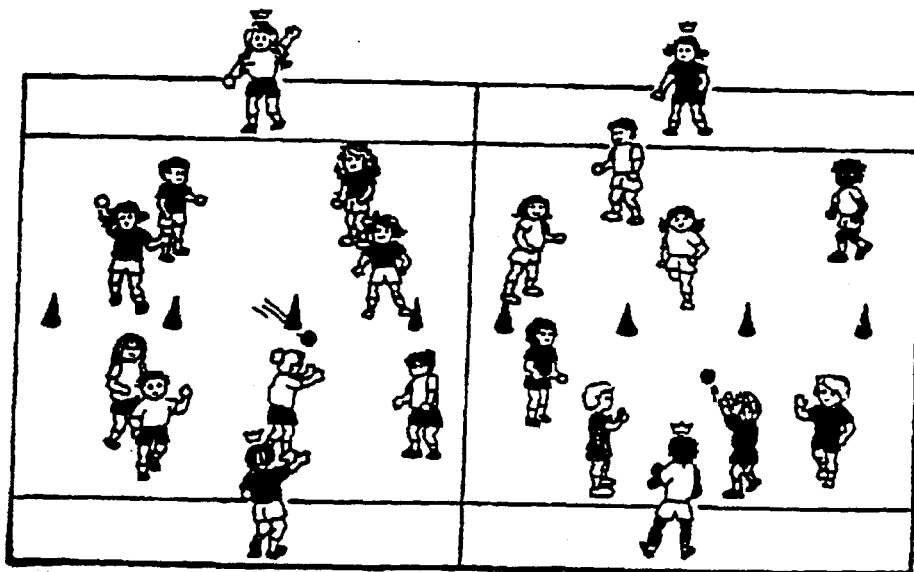
- a) In a limited area one child is bouncing the ball whilst the other tries to hit the ball away. The player with the ball should be encouraged to cover the ball with the body.
- b) Standing face to face, the player with the ball bounces it quickly across the hall with the partner running backwards in front of the player with the ball. On reaching the other side of the hall the exercise is repeated with the positions reversed.

**4. TEAM WORK**

Play 3 against 2 passing the ball in a confined area

**5. GAME: KINGS BALL (See exercise 8.4)**

Four against four emphasise the need to defend when a team is not in possession of the ball.



# 15. EXERCISES FOR TEAMWORK

Equipment required: »>  
one ball per child »>  
benches »> coloured  
bands

## 1. GAME: ROLLING HANDBALL

Playing across the hall in groups of 5 or 6 per team. The ball is kept on the floor and hit by the palm of the hand. Two benches are required one at either end and the object is to make the ball hit the opponents bench for a point to be scored.

## 2. PASSES

In threes (one ball)

- a) The players are positioned as shown in the illustration. The centre passes the ball first to player A who returns it to the centre. Player C then turns and passes to player B. Ensure the correct foot is forward when executing the pass and change the positions so every child has their turn in the centre.
- b) Having passed the ball to the centre A and B run quickly to the wall and back again in time to receive the next pass.
- c) The trio stand further apart and the centre player moves quickly towards B and passes the ball, turns and moves towards A to receive a pass and return it to A, turning to repeat the action with B etc. (two balls)
- d) (two balls) A and B each have a ball and pass alternately to C.

### **3. DRIBBLING - SHOOTING**

(One ball per child)

- a) Starting from one side of the hall the player quickly bouncing the ball runs towards the other side to finish with a shot against the wall. The children may attempt this several at a time spread in a line down the hall
- b) Roll the ball forward chase, retrieve and after one or two bounces shoot against the wall.
- c) As above but this time throw the ball forwards, chase, retrieve, one or two bounces shoot against the wall.

### **4. TEAM PASSING**

Two teams, 4/5 children per team one ball. In a prescribed area the teams pass the ball or alternatively try to gain possession. Try to pass the ball amongst the team for one minute without losing it.

### **5. GAME**

A continuation of 4 above, however, before the ball can be passed the player must touch it to the floor before the pass can be made.

## 16. EXERCICES FOR THE GAMES

Equipment required:

>>> one ball per child

>>> 2 benches

>>> cones

### 1. DRIBBLING

- a) Place a line of cones down the hall and let the children dribble around the cones
- b) Repeat the above but the children touch each of the cones with their free hand
- c) Each child in the group stands by his/her cone and dribbles around the cone using the left and right and alternately and in both directions.

### 2. FOLLOW MY LEADER

Give the children some examples of exercises with the ball whilst

- i) standing still
- ii) moving
- iii) bouncing iv) throwing
- v) throwing and catching

Let them use their own initiative and improvisation

### 3. GAME: BENCHBALL (See 13.5)

- a) Emphasise movement both on and off the ball
- b) Emphasise the need for defensive play, facing the play to ensure the children see the attacking players.

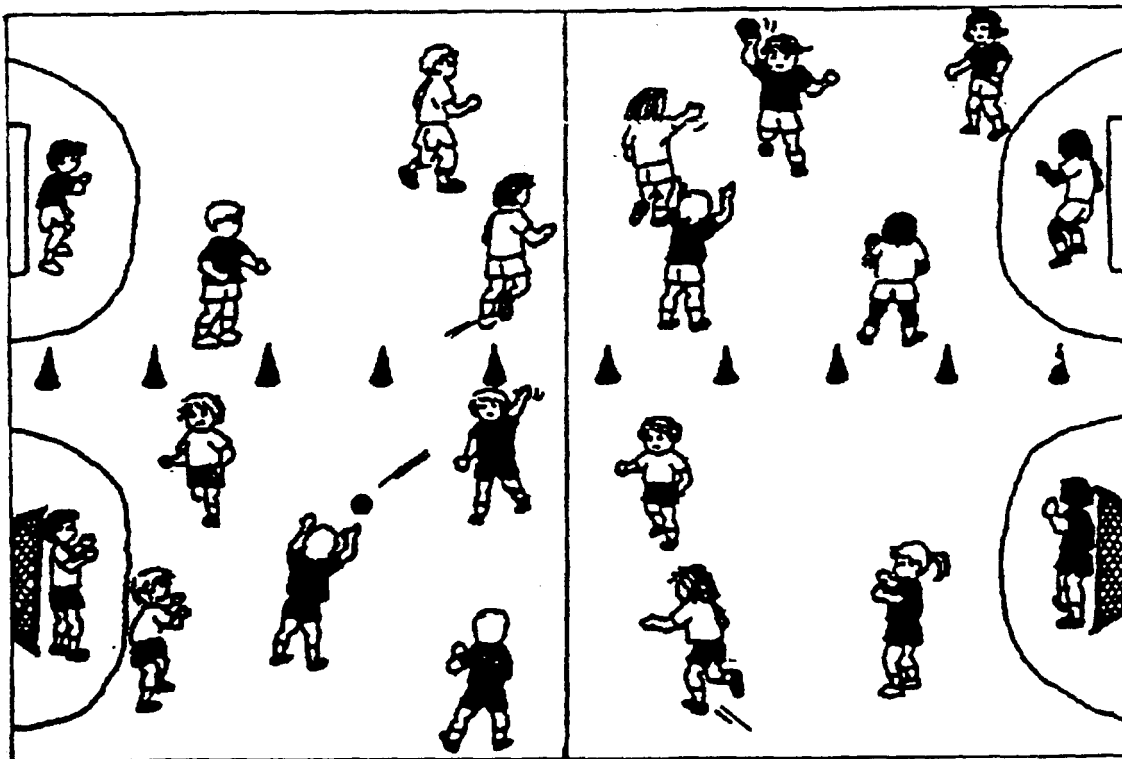
### 4. GAME: BRIDGE TAG

Two children are selected as 'taggers'. Making use of the whole of the hall the object being to touch the other children who once caught immediately get down on all fours making a bridge with their body. They can be released to participate in the game again if one of their fellow players is able to 'creep' under the bridge.

## 5. THE HANDBALL GAME

Divide the group into small teams. If it is possible to divide the hall (See illustration) play with four teams simultaneously. However, if the space is small and the group large then play the games in a tournament fashion with, for example the teams waiting to enter doing so once two goals have been scored. Ensure quick turnover of teams to keep **all** the children occupied.

Mark out a goal area or use lines already laid down e.g. netball circle. If the correct goals are not available improvise with mats or gymnastic apparatus. Play the game with a goalkeeper. The rules should be simple allowing maximum participation per player.



# 17. PASSES SHOOTING AND THREE STEPS

Equipment required:  
>>> one ball per child  
>>> hoops  
>>> cones

## 1. GAME

Place several hoops around the hall. Select two children to be the taggers, who pass the ball amongst themselves whilst chasing the others. However, to tag they must touch the players with the ball not throw it. A child standing in a hoop cannot be caught, but should another player enter the hoop the original occupant must move out to find another safe hoop.

Gradually, the hoops should be removed to make it more difficult to find a safe haven.

(Note: Cones can also be part of the equipment with the player touching the cone to be safe, but moving on if another player touches the cone. Additionally, if required the teacher could include a mix of cones and hoops.

## 2. THE HANDBALL THROW

- a) Running around the hall throw the ball forward, in the air. Let it bounce and then catch it running at speed.
- b) The same as a) but without the bounce.
- c) The same as b) but with three steps only after catching the ball.
- d) As a) but feinting a shot before catching the ball. Follow the catch by the taking of three steps.

(Note: Ensure running is orderly to avoid collision)

## 3. PASSING

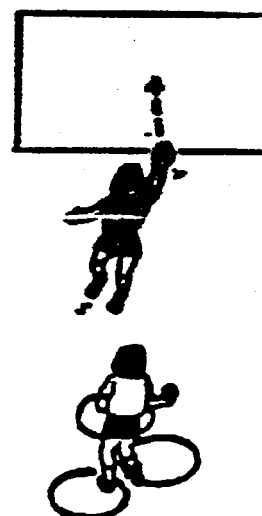
In twos

The partners stand apart facing each other. Place hoop or chalk a circle equidistant between the two players.

- a) Pass the ball from one to the other by bouncing the ball in the hoop.
- b) Make the distance between the players greater and ensure each child takes three steps before passing the ball by bouncing it first inside the hoop.
- c) Place a hoop in front of each player. right handed players place the left foot in the hoop (right foot if left handed) and pass the ball to the partner using the special handball throw.
- d) As above but jumping in the air taking off from the foot in the hoop and passing the ball whilst still in the air.

#### 4. THREE STEPS

Place three hoops, as in the illustration, 3 or 4 children behind the hoops. Move forward by placing one foot in each ring. If the player is right handed this should be left, right, left and finish with a jump shot at the 'goal'. (Note: To execute a jump shot the right handed player would take off from the left foot and when he/she has reached the 'hang' position, releasing the ball from above the head as hard as possible. Obviously, players who are left handed are opposite to the instructions above).



#### 5. PLAY HANDBALL

See 16.5

# 18. PASSING SHOOTING PLAYING

Equipment required:

>>> one ball per child

>>> box sections or benches

>>> mat

>>> hoops

## 1. GAME EMPTY THE BOX (See 5.3)

When the box is being emptied make sure the thrower has the correct foot forward when throwing

## 2. PASSING

In twos

- a) Each player should be facing one another about two meters apart. Running on the spot and then when passing the ball putting the correct foot forward.
- b) At a distance of about five meters run three steps forward before releasing the ball and then return to the starting point.
- c) At a distance of about ten meters, dribble the ball forward for a short distance towards the partner. Take the ball and pass it at speed and run back quickly to the starting point..

## 3. A SHOOTING CIRCUIT (See Illustration)

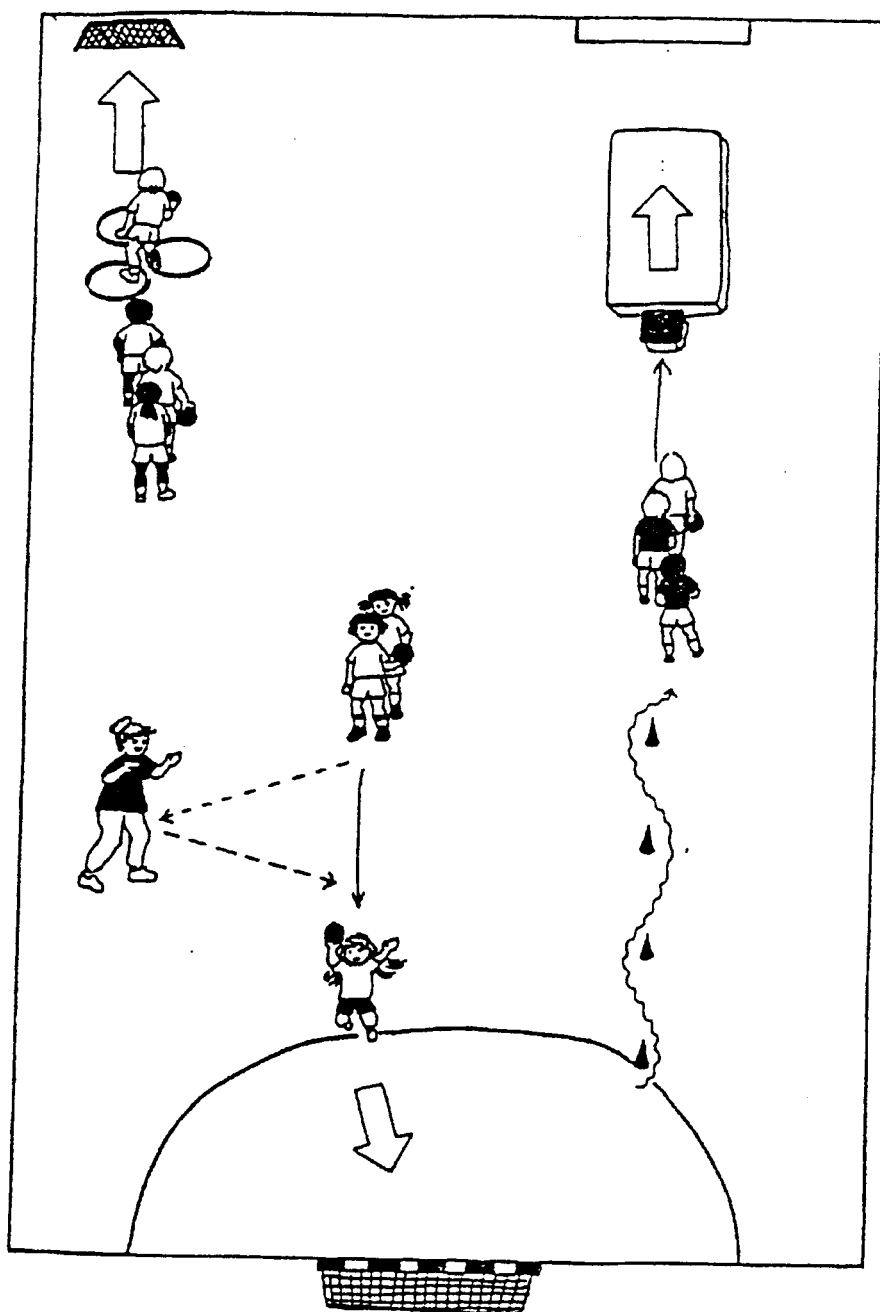
A circuit with three stations for shooting.

1. with the top section of a box and a thick mat. Each child runs forwards, places the correct foot on to the box top and jumps up to make a shot against the goal, landing softly on the mat. (Note: Once again the goal can be improvised)
2. Using three hoops as described previously each child takes three steps and shoots in a downward direction to hit the face of a gymnasium bench.
3. The leader stands to one side and the player passes the ball to him/her, runs forward, catches the ball at speed and with 3 steps shoots hard at the goal. (Note: This exercise may also be used to introduce the rule whereby a player is able to shoot from inside the goal area, provided the feet or any part of the

body is not in contact with the floor inside the goal area, until the ball is released.  
(Existing marking e.g. netball may be used).

The children should be divided into groups with each group starting at a given station. However, to avoid queuing, place cones between each station and instruct the groups that after the shot at goal has been made, they move off to the next station, dribbling slalom fashion through the cones.

#### 4. PLAY HANDBALL



# 19. TEAMWORK - PLAY HANDBALL

Equipment required:

- >>> one ball per child
- >>> coloured bands
- >>> mats
- >>> bean bags
- >>> hoops .

## 1. GAME: THE CHINESE WALL (See Illustration)

The wall consists of three/four mats (benches or similar may be substituted). These are placed in the centre of the hall. On each mat there is a guard. The rest of the children stand at one side/end of the hall and at the other wall there is 'treasure' balls, bean bags etc. the object of the game is for the children to pass the guards without being touched retrieve one article from the other side and once again pass the guards unscathed. The guards are only permitted to move about on the mats. If a player is touched then he she must return to the start line and begin again. If a player is touched whilst in possession of a 'treasure' this must be given up to the teacher and the player is sent to 'prison' e.g. count up to 50 before returning to the game. Only one article per player is allowed from each trip to the other side of the hall.

## 2. PLAY HANDBALL WITH SMALL TEAMS

Divide the hall into small courts if possible.

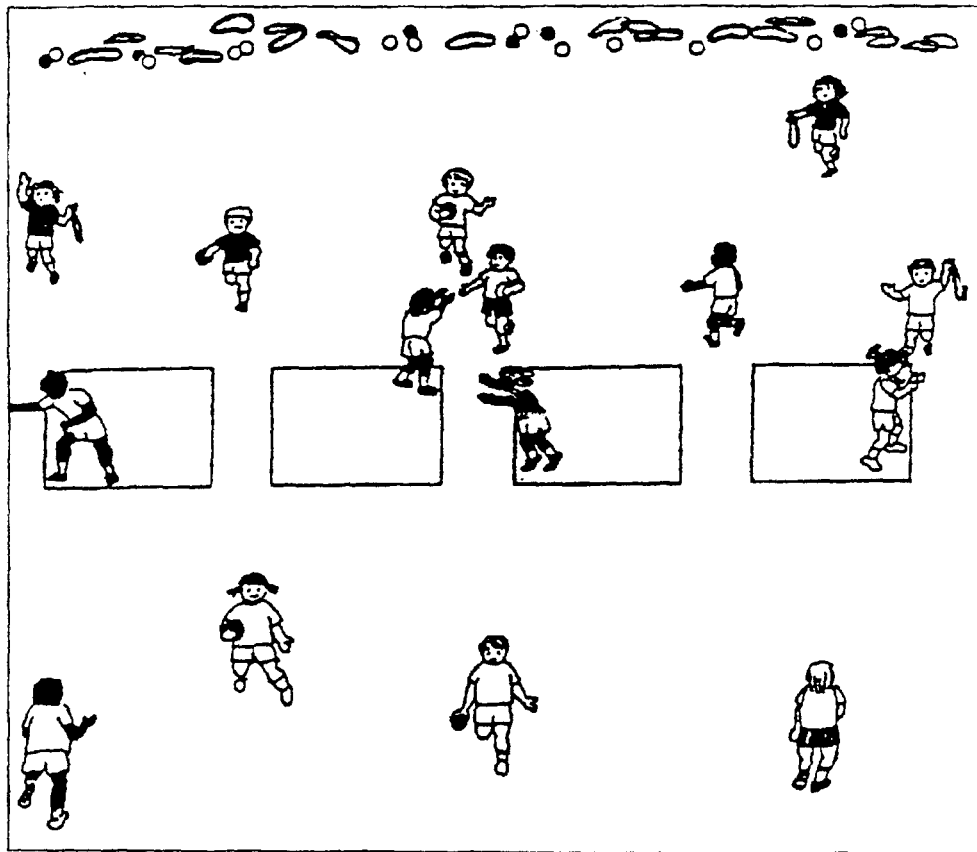
- a) Play 4 against 4, which team makes the most passes before losing the ball. (There should be someone counting).
- b) Play 4 against 4 and a goal is cored by placing the ball inside a hoop at the end of each half of the court.

## 3. PLAY HANDBALL

See

16-5

"THE CHINESE WALL"



## 20. HANDBALL PENTATHLON

Five different exercises where children try to gather as many points as possible for their team. Divide the children into groups and let them choose the names of their favourite teams. Utilise about 2/3 minutes at each of the five stations.

1. Hang a hoop off the ground or draw a circle on the wall. Shooting from 5/6 meters one point for every shot inside the circle.
2. In two lines opposite each other 3-4 meters apart. The first player passes to the player opposite who passes the ball diagonally to the next player in the opposite line, who then passes to the player directly opposite etc. One point for every pass made without the ball being dropped.
3. Place five or six cones in a line with the gaps between the cones getting small and smaller. The team lines up and each player dribbles slalom fashion through the cones and back to the start when the next player goes, until all the players have attempted the course. One point for each perfect circuit i.e.. without any loss of control over the ball.
4. Using the teacher or an adult as the goalkeeper each team shoots 10 penalties from the goal area line. One point for every goal scored.

## 2. PLAY HANDBALL

See 16-5