



USHA Certified Instructor “Teach the Teacher” Clinic

Outline

Why Handball?

Top 10 Reasons

- Lifetime sport
- Fitness
- Cross training for other sports
- Bilateral
- Size makes no difference
- Inexpensive
- Does not require a lot of equipment
- Played both recreationally and competitively
- Free lesson plans that meet NASPE standards
- **FUN**



Certification Levels

- Background check
- USHA Membership
- Employee of school or qualified youth service organization.
- Level One-attended a clinic or passed exam.
- Level Two-attended a clinic and passed exam.
- Level Three-attended a clinic, passed exam, worked with a program.
- Level Four-positive observation
- Level Five-Trained to conduct Teach the Teacher
- Level Six-Wrote curriculum



Goals for “First Ace”

- A Mentor in every club
- A Certified Instructor in every town
- A Master Trainer in every state



Purpose of Clinic

- How to teach handball to anyone
- Using proven “developmental” stages methodology.
- Maximum participation.
- Maximum Success.
- Sportsmanship.
- Safety.



Target Audience

- Educators wishing to implement handball into their curriculum.
- Youth service employees wishing to implement handball into after or outside of school programs.
- Handball players that want to take advantage of opportunities to introduce handball to new players.



Teach the Teacher Clinic

- This is a “Teach the Teacher clinic and not a “Teach the Player” clinic.
- New player participation is **not** recommended.
 - The goal of this clinic is to provide important information for the teacher and most players will quickly lose interest.



Teach the Player Clinic

- This clinic format gets the new player playing as quickly as possible.
- New players are playing a form of handball as quickly as possible while following stages of skill development.
- Instructor is available to provide advice to help the player “develop” the fundamental skills so they learn how to play handball:
 - In a safe manner
 - Fairly (be a good sport)
 - With little or no down time
 - FOCUS
 - Have FUN!



Goal

- **The “Teach the Teacher” clinic qualifies people:**
 - To offer “Teach the Player” clinics
 - Teach Physical Education class
 - Run an after school program
 - Launch a collegiate or junior program
 - To apply for USHA “First Ace” (Development) Grants
- **The “Teach the Player” clinics can be for:**
 - One or more new players
 - One Day Introduction to handball



“Instructing” versus “Coaching”

- Instructors are guiding the player to learn the fundamental skills needed to enjoy handball.
 - Emphasis on gaining knowledge and improving skills
 - More “cooperative” in nature
 - More attention to playing a game
- Coaches are helping the player improve their skills in competitive environments.
- Whether instructing or coaching you are teaching.
- May take years to know if you are successful



Instructor or Coach as a Teacher

"No written word, no spoken plea
Can teach our youth what they should be,
Nor all the books on all the shelves.
It's what the teachers are themselves."

A favorite poem of John Wooden
(Author unknown)



Type of Coaches

1. Transactional*

- Transactional coaches basically use young people for their own identity, their own validation, their own ends. It's always about them - the team first, players' needs down the road.

2. Transformational*

- They understand the power, the platform, the position they have in the lives of young people, and they're going to use that to change the arc of every young person's life.



CHARACTER COUNTS!SM

- Watch your **thoughts**; they lead to attitudes.
- Watch your **attitudes**; they lead to words.
- Watch your **words**; they lead to habits.
Watch your **actions**; they form your character.
- Watch your **character**; it determines your destiny. ®



SPIRIT OF HANDBALL

- **Respect** for the game and its rules. Respect for yourself and your opponent. Respect for the referee, the tournament officials and the spectators.
- **Fairness** and honesty in following the rules of the game and maintaining the highest level of integrity.
- **Self discipline** to develop self reliance and perseverance in learning the game and improving our skills; and in conditioning our bodies and minds.
- **Camaraderie** and appreciation of others in the pursuit of this difficult sport. The comradeship of those who play the game and experience its difficulty, strategy and competitiveness



ELM Tree of Mastery[®]

- **Effort**
 - Give your best
- **Learning**
 - The necessary skills
- **Mistakes**
 - Bounce back



Positive Feedback

- Sandwich Rule
 - Compliment-correction-compliment
- Emotional Tank[®]
 - 5 praises for every 1 criticism
- ROOTS[®]
 - Rules
 - Respect the letter and the spirit of a rule
 - Opponents
 - Respect
 - Officials
 - Respect
 - Teammates
 - Respect for others
 - Self
 - Personal respect



Teaching Skills

- Explanation
- Demonstration
- Opportunity to practice
- Correction
- Reinforcement



FOCUS*

- Drives your focus and your focus leads your performance*
- Commitment
- Positive images
- Distraction Control
- Let go of self judgment (confidence)
 - See
 - Hear
 - Feel



Primary Laws of Learning*

Law of Readiness

- » The Law of Readiness means a person can learn when physically and mentally adjusted (ready) to receive stimuli. Individuals learn best when they are ready to learn, and they will not learn much if they see no reason for learning. If trainees have a strong purpose, a clear objective and a sound reason for learning, they usually make more progress than trainees who lack motivation. When trainees are ready to learn, they are more willing to participate in the learning process, and this simplifies the instructor's job. If outside responsibilities or worries weigh heavily on trainees' minds or if their personal problems seem unsolvable, they may have little interest in learning.



Primary Laws of Learning*

Law of Exercise

- » The Law of Exercise stresses the idea that repetition is basic to the development of adequate responses; things most often repeated are easiest remembered. The instructor must provide opportunities for trainees to practice or repeat the task. Repetition consists of many types of activities, including recall, review, restatement, manual drill and physical application. Remember that practice makes permanent, not perfect unless the task is taught correctly.



Primary Laws of Learning*

Law of Effect

- » Learning will always be much more effective when a feeling of satisfaction, pleasantness, or reward accompanies or is a result of the learning process. Learning is strengthened when it is accompanied by a pleasant or satisfying feeling and that it is weakened when it is associated with an unpleasant experience. An experience that produces feelings of defeat, frustration, anger or confusion in a trainee is unpleasant. Instructors should be cautious about using negative motivation. Usually it is better to show trainees that a problem is not impossible, but is within their capability to understand and solve.



Other Laws of Learning*

Law of Primacy

This law states that the state of being first, often creates a strong, almost unshakeable impression. For the instructor, this means that what they teach the first time must be correct. If a subject is incorrectly taught, it must be corrected. It is more difficult to un-teach a subject than to teach it correctly the first time.

Law of Intensity

A vivid, dramatic or exciting learning experience teaches more than a routine or boring experience. A trainee will learn more from the real thing than from a substitute. Demonstrations, skits, and models do much to intensify the learning experiences of trainees.

Law of Recency

Things most recently learned are best remembered, while the things learned some time ago are remembered with more difficulty. Review, warm-ups, and similar activities are all based on the principle that the more recent the exercise, the more effective the performance.



Development Progressions (introduction)

- Eye protection is mandatory
- Large ball on a small court
 - Turn four-wall court sideways
- Cooperative games with partners
 - “Make your partner a success”
- Striking skills for ES level students
 - Four square using both hands, dominant hand then non-dominant hand. Vocalize “drop”, “hit”, “bounce”, catch”.
- Rebounding skills for ES level students
 - Learn angles
- When giving a ball to another bounce it rather than throw it.



Developmental Progressions (footwork)

- Footwork (related to throwing and hitting a ball)
- Keep feet under you-note exceptions
 - Step with front foot (lower half of body moves the upper half of body)
 - Weight shift back to front (lateral hip movement toward target)
 - Hip rotation (back hip rotates front hip))
 - Elbow (bent) leads the arm movement
 - Extension of arms
 - Head down at contact
 - Throw/hit off solid front side (lower half moved the upper half)
- Footwork (relating to getting to the ball)
 - Work in twos to get sideways with weight on back foot
 - Cross over step (1), weight on back foot (2)
 - Set up one step behind where you will be throwing or striking the ball
 - Hit or throw off of a solid front side



Development Progressions (throwing)

- Relaxed arm and hand
- Sideways (cross step 1, step back 2)
- Weight on back side
- Back shoulder high
- Lead arm up
- Opposite and equal arms
- Step with front foot- foot outside of plane
- Transfer or give weight to front side (lower half will move upper half)
- Lead with the hips (lateral hip movement)
- Hip and shoulder separation (back hip rotates front hip)
- Lead with elbow
- Flex to extend
- Release point-target
- Follow through (lower half moved upper half)



Development Progressions (throwing)

Individuals

- Each player should have a ball. (use ball player is comfortable using)
- Throw using dominant then non-dominant (move closer to the wall)
- Throw-turn-catch-throw-turn-catch
- Use targets

Pairs

- One ball per two players. (Use ball both players are comfortable using)
- Throw using dominant then non-dominant (move closer to the wall)
- “Make your partner a success”
- Adjust feet
- Switch partner

Groups

- Form 2, 4 or 8 short lines with the first person in each line holding a ball all players are comfortable using
- Throw using dominant then non-dominant (move closer to the wall), then go to the end of the line. Next player moves up, catches the ball and throws the ball to the wall, etc.
- “Make your partner a success”



Development Progression (hitting)

- Eye protection is mandatory
- Hitting fundamentals
 - Same motion as throwing
 - Master throwing before hitting
 - Drop ball near front foot
 - Step with lead (front) foot
 - Hit the ball at release point
 - Near center of body
 - Hit the ball with a cupped hand
 - Relaxed arm and hand
- **Avoid**
 1. Leading with the hand instead of the elbow
 2. Flat hand (turning hand into a paddle)
 3. Straight arm swing
 4. Upper half of body moving the lower half of the body



Development Progressions (hitting)

Individuals (use ball player is comfortable using)

- Hit using dominant then non dominant (closer to the wall when using non dominant)
- Hit-turn-catch-hit-turn-catch

Pairs (use ball both players are comfortable using)

- Hit using dominant then non-dominant(closer to the wall when using non dominant)
- “Make your partner a success”
- Change partners

Groups (form even number (2, 4, 8 short lines of players with one ball per line)

- Hit using dominant then non-dominant (closer to the wall when using non dominant)
- “Make your partner a success”
- Hit ball go to end of the line, next player catches or hits ball ball and goes to the end of the line...)

Group Pairs (instead of each line with a ball, one ball every other line.

- Instead of partner behind you, partner is to your side
- Adjust feet to hit ball to partner



Development Progressions (rallying)

- Work in partner pairs when possible, group pairs when needed
- Keep the ball in play (infinity bounce, then two bounce then one bounce)
 - How many hits before a miss
 - How many hits in 10 seconds



Development Progressions (strokes)

- Overhand dominant
- Sidearm dominant
- Underhand dominant
- Overhand non-dominant
- Sidearm non-dominant
- Underhand non-dominant



Rally Cycle

1. Move to center court
2. Watch the flight of the ball after the ball leaves the hand.
3. Use Footwork to get into a position to use one of the strokes.
4. Make good decisions

Repeat



Rules

- Shake hands before and after play.
- Create court dimension based upon facility and skill level of players.
- Establish rules based upon facility and skill level of players.
 - Infinity, two, one bounce
 - Court hinders
 - Scoring
- Rules are usually based upon what is fair for all, what is safe, time and available space.
- **BE GOOD SPORTS!**



Get Behind the Ball Drill

- Place a target (tape, hula hoop)
Done with or without a partner
 - Partner or player tosses the ball to the wall
 - Player moves back to get behind the ball
 - Player stops
 - Player moves toward ball and hits the ball using one of six strokes.
 - Note whether target is hit or missed.
 - If missed what caused the miss
 - Behind center
 - In front of center
 - Head moved up instead of down
 - Not lined up



GAMES

- Keep the ball in play (rally)
- Wheel
- Singles
- Doubles
- Cutthroat for both
- Rotation
- Short court
- King or Queen of the court
- Timed games
- Short point games



Cooperative Games

The concept behind cooperative play is simple. Play with one another to overcome challenges not to overcome people.

Working together willfully to achieve a common purpose.

Most kids, like most adults, prefer self paced activities in which they don't have to worry about failure, criticism, or rejection. They like to be with friends, meet personal challenges and most of all to have fun.

According to Michael Pfahl, executive director of the National Youth Sports Coaches Association, "The number one reason (why they quit) is that it stopped being fun." With figures like these, it's time we rethink how we present youth sports to kids.



Cooperative Games

- » **Partner Pairs**-How many hits team can get before a miss
- » **Court Groups**-How many hits all players on a court can get in a set time
- » **Reverse Scoring**-Instead of the player that wins the rally scoring a point the players that loses the rally scores a point.



First Ace Grants

- **New and Emerging Program**
 - Cash grants to assist start up programs

- **Specific Purpose**
 - WAFE RISNER Travel (get to event)
 - Equipment (equipment to get your program started)



References

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- Coach for America by Joe Ehrmann
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- Inner Game of Tennis by Timothy Gallway
- In Pursuit of Excellence by Terry Orlick
- Cooperative Games by Terry Orlick
- Laws of Learning by E.L. Thorndike

