OLYMPIC HANDBALL · HIGH SCHOOL (GRADES 9–12) · SCHOOL PARTNERSHIP PACKAGE

Olympic Handball

An 11-week high school physical education unit for grades 9–12. Game sense, systems of play, fitness concepts and student leadership, delivered by our coaches inside your credit-bearing PE course.

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Handball Rising · a program of New York City Team Handball Club Inc., 501(c)(3), EIN 27-0541418 · NYS Charities Bureau reg. 42-25-63 · NYC FMS vendor VS00085913
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Principal brief

The partnership on one page.

FOR SCHOOL LEADERSHIP

FOR PRINCIPALS, ASSISTANT PRINCIPALS AND PE CHAIRS · HIGH SCHOOL

A credit-bearing Olympic sport unit for your high school.

Dear Principal,

Every New York City high school leader knows the physical education equation: two units of credit required for a diploma, PE every semester, large classes, and students who have already decided they are not athletes. I am writing to offer something that adds capacity rather than asking more of it: an 11-week Olympic Handball unit, delivered by our coaches inside your existing PE schedule and built for real class sizes of 30–50. Your certified PE teacher supervises and grades; we bring the curriculum, the coaching and the sport.

What your school receives

- **An 11-week Olympic sport unit, 90 minutes a week (or two 45-minute periods),** from rules and game sense through systems of play to a student-run league, closing with the Olympic Handball Cup.
- **Full SHAPE America 2024 alignment,** mapped indicator by indicator to 22 Grade 9–12 learning indicators across all four national standards, and to the New York State PE Learning Standards (2020) at HS Levels 1 and 2.
- **Fitness concepts taught through the game:** heart-rate zones, perceived exertion, work-to-rest intervals and recovery, measured on the court rather than in a lecture.
- **Leadership built in:** every student holds a real role (captain, referee, scorekeeper, analyst) before the unit ends, and the league in weeks 8–11 is run by students.
- **Assessment and reporting:** a rubric the teacher of record can grade from, week-4 to week-11 growth on five skills and three tactical measures, and an end-of-unit report for the school.

New York State compliance

- New York State requires students in grades 7–12 to participate in physical education not less than three times a week in one semester and twice a week in the other, taught by a certified physical education teacher (8 NYCRR 135.4). This unit serves as one of those weekly sessions, delivered by our coaches in collaboration with, and under the supervision of, your certified PE teacher, who remains the teacher of record.
- Students must earn the equivalent of two units of PE credit for a diploma, a quarter credit per semester over eight semesters. The unit sits inside the credit-bearing course; the teacher of record assigns the grade using the rubric in this package.
- The unit is aligned to the New York State Physical Education Learning Standards (2020), Standards 1–6 at HS Levels 1 and 2, including the career and community-resource standard, which the officiating, coaching and sport-management roles address directly.

What it asks of your school

A gym, one 90-minute block a week (or two 45-minute periods), and your PE teacher's presence. No lesson planning, no staff training, no curriculum writing. We bring balls, pinnies, goals and cones.

Enclosed you will find a one-page overview for your PE department and the complete week-by-week curriculum. I would welcome the chance to walk you and your PE chair through it in person, in your gym.

In partnership,

Shkumbin "Bini" Mustafa

Managing Director & Head Coach, Handball Rising · President, New York City Team Handball Club · 8× U.S. National Champion · former Team USA athlete

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The unit at a glance

Phases, session rhythm, standards and class management, on one page.

FOR THE PE TEACHER

11	90	1×	30–50
WEEKS	MIN / SESSION	PER WEEK	STUDENTS PER CLASS

THE ARC: THREE PHASES

PHASE 1 · WEEKS 1–3
Foundations & Game Sense
Rules, positions, catch-pass-shoot under pressure, reading space, the Olympic values

PHASE 2 · WEEKS 4–7
Systems & Fitness
6-0 and 5-1 defense, fast-break phases, pivot and wing play, heart-rate and effort concepts, three challenge levels

PHASE 3 · WEEKS 8–11
The League & Leadership
A student-run league: captains, officials, scorekeepers and analysts; the Olympic Handball Cup

EVERY SESSION, THE SAME 90-MINUTE RHYTHM

Warm-up	Concept	Skill & systems	Applied play	Debrief
10 min	5 min	45 min	25 min	5 min

Consistent structure means easy classroom management. Students know the routine by week 2.

SHAPE AMERICA 2024, ALL FOUR STANDARDS

S1 Motor skills
Activity-specific skills in a lifetime team sport: pass, catch, shoot, defend, keep goal

S2 Movement knowledge
Tactics and systems · force and rotation in the throw · heart rate, exertion and recovery

S3 Social skills
Etiquette · feedback without prompting · leadership · officiating · the sport across cultures

S4 Personal skills
Self-selected challenge · goal and practice plan · emotion management under pressure · reflection

22 Grade 9–12 learning indicators mapped week by week, and the New York State standards for HS Levels 1 and 2; full crosswalk inside.

BUILT FOR A HIGH SCHOOL PERIOD

Two courts, four teams
Half-court games run simultaneously; nobody waits more than one rotation

Students run the floor
Captains, referees, scorekeepers and analysts, trained in weeks 3–7

90 or 45 + 45
One double period, or two singles a week with the same arc

Phones down, boards up
Whiteboard systems; optional video analysis on the school's devices

GRADING, FOR THE TEACHER OF RECORD

30%	25%	25%	20%
Effort & participation	**Skill & tactical growth**	**Leadership & character**	**Knowledge & analysis**
Present, dressed, active in every segment	Against the student's own week-4 baseline	Roles held, feedback given, fair play	Rules, systems, fitness concepts, self-analysis

The certified PE teacher remains the teacher of record and assigns the credit-bearing grade; our rubric and data feed it.

SEVEN OLYMPIC & PARALYMPIC VALUES, EVERY SESSION

Excellence · Respect · Friendship · Determination · Courage · Inspiration · Equality

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The complete curriculum

11 weeks of session plans, standards crosswalk and assessment.

FOR CURRICULUM REVIEW

Executive summary

A note to the principal. This document presents a complete 11-week physical education unit introducing Olympic Handball (European handball, team handball) to high school students in grades 9–12. It is written for the realities of a New York City high school PE department: credit-bearing courses graded by a certified teacher, large mixed-ability classes, and students at the age when most Americans stop playing sport altogether. It is designed to meet and exceed what the State requires of a high school physical education class in motor skill, movement knowledge, fitness, social behavior and the value of lifelong activity.

Why handball for high school students?

High school is where the gap opens between the students who play and the students who watch. Handball narrows it because:

- **It is new to everyone.** Almost no ninth grader has played it, so the varsity athlete and the student who hates PE start level, and the second group notices.
- **It is a true invasion game with real systems.** 6-0 and 5-1 defenses, fast-break phases, pivot play: enough tactical depth to reward thinking, learned in weeks rather than years.
- **It is fitness without a treadmill.** A handball possession is a 20- to 40-second interval at high intensity. Heart-rate zones, perceived exertion and recovery are taught on the court, where students feel them.
- **It makes students run the floor.** Referees, scorekeepers, captains and analysts are students. The teacher and coaches teach; the class runs its own league.
- **It leads somewhere.** Handball is on the LA28 Olympic program, and the pathway from this unit to the Youth Academy, the club's adult teams and Team USA is real, run by the people teaching the unit.

Curriculum core pillars

Physical

Activity-specific skills at speed: pass, catch, shoot, jump-shot, defend, keep goal; agility, power and repeat-sprint fitness

Emotional

Managing emotion under competitive pressure; self-selected challenge; a goal and a practice plan; reflection

Social

Etiquette and teamwork; feedback without prompting; leadership roles; officiating; the sport across cultures

Olympic

Excellence, Respect, Friendship, and the four Paralympic values, applied to competition that matters to the students

Standards alignment

This curriculum is aligned to SHAPE America's National Physical Education Standards (2024) and mapped, indicator by indicator, to the Grade 9–12 learning indicators. It is also aligned to the New York State Physical Education Learning Standards (2020) at HS Levels 1 and 2: Standard 1 (motor skills), Standard 2 (strategies and tactics), Standard 3 (health-enhancing activity and fitness), Standard 4 (responsible behavior), Standard 5 (the value of physical activity) and Standard 6 (careers and community resources).

Grade 9–12 learning indicator crosswalk

The table maps this unit, week by week, to 22 Grade 9–12 learning indicators of the 2024 SHAPE America standards. At this grade span the national standards emphasize lifetime activity, fitness knowledge, leadership and self-direction; the unit is built to those emphases.

INDICATOR	GRADE 9–12 INDICATOR (SHAPE AMERICA 2024)	WHERE IT LIVES IN THIS CURRICULUM
STANDARD 1 — DEVELOPS A VARIETY OF MOTOR SKILLS		
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.	Pass, catch, shoot, jump-shot, defensive footwork and goalkeeping, weeks 1–11; assessed against the week-4 baseline.
1.12.5	Demonstrates appropriate technique in cardiovascular training.	Week 4 interval warm-ups built from handball possessions; heart-rate checks weeks 4–7.
1.12.6	Demonstrates appropriate technique in muscular strength and endurance training.	Week 5 bodyweight strength circuit for throwing and jumping; landing mechanics for the jump shot.
STANDARD 2 — APPLIES KNOWLEDGE OF MOVEMENT AND FITNESS CONCEPTS		
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities.	Week 3 space and numbers-up; week 6 systems (6-0, 5-1); week 7 fast-break phases; league play weeks 8–11.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	Week 4 skill goal and four-week practice plan; reviewed week 7, evaluated week 11.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.	RPE scale taught week 4; called at the end of every interval and every game from week 4.
2.12.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood.	Week 10 debrief on playing after high school; week 11 pathways session.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance.	Week 2 throw analysis (hip rotation, sequence, release); week 5 jump-shot mechanics; peer video analysis weeks 5–9.
STANDARD 3 — DEVELOPS SOCIAL SKILLS THROUGH MOVEMENT		
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.	Captain's check-in protocol (week 8); goalkeeper empathy rotation (week 5); post-match debriefs.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	Team charter (week 2); handshake lines; fair-play points in the league.
3.12.3	Encourages and supports others through their interactions in a physical activity setting.	Bench roles and communication drills (week 9); analyst feedback protocol.
3.12.4	Implements and provides feedback to improve performance without prompting from teacher.	Peer coaching pairs from week 4; analyst role in the league; video feedback.

Grade 9–12 learning indicator crosswalk (continued)

INDICATOR	GRADE 9–12 INDICATOR (SHAPE AMERICA 2024)	WHERE IT LIVES IN THIS CURRICULUM
3.12.5	Analyzes the value of a specific physical activity in a variety of cultures.	Week 1 and week 10: handball in Europe, Africa, Asia and the Americas; the club's 70+ nationalities; LA28.
3.12.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration).	Warm-up and landing protocols; contact rules; hydration and recovery checks every session.
3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	Timeout protocol (week 9); half-time adjustments; analyst reports.
3.12.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.	Rotating captains from week 8; leadership self-evaluation and peer evaluation in weeks 10–11.
STANDARD 4 — DEVELOPS PERSONAL SKILLS AND CHOOSES PHYSICAL ACTIVITY		
4.12.2	Selects and participates in physical activities that meet the need for social interaction.	Team charter; league identity; the Cup; the invitation to the Youth Academy and club.
4.12.3	Identifies and participates in physical activity that positively affects health.	40+ minutes of moderate-to-vigorous activity in every session; heart-rate and RPE evidence.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	Three challenge levels chosen by the student from week 4; self-selected roles in the league.
4.12.6	Sets and develops movement goals related to personal interests.	Skill goal and practice plan (week 4); role goal for the league (week 8).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.	Week 7 pressure protocol (breath, reset word, next play); applied in weeks 8–11 league play.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	Debrief every session; written reflection weeks 7 and 11.

New York State Physical Education Learning Standards (2020), HS Levels 1 and 2

The unit also serves the six New York State standards that govern the credit-bearing course and its grade. Indicator codes follow the State's format (for example NY.S3.1.L2).

NEW YORK STATE STANDARD (2020)	WHERE IT LIVES IN THIS UNIT
Standard 1 · Motor skills and movement patterns	Specialized skills of a lifetime team sport, refined under game conditions: weeks 1–11.
Standard 2 · Concepts, strategies and tactics	Systems of play, numbers-up decisions, transition, set plays; analysis of the throw and jump shot (force, rotation, sequence): weeks 2–9.
Standard 3 · Health-enhancing activity and fitness	Heart-rate zones, RPE, intervals and recovery; a personal skill goal and practice plan (cf. NY.S3.1.L2, personal fitness plans with basic training principles): weeks 4–7.
Standard 4 · Responsible personal and social behavior	Team charter, officiating, fair-play points, feedback without prompting, leadership evaluation: every session.
Standard 5 · The value of physical activity	Debriefs on challenge, enjoyment and social connection; the Cup; the after-high-school discussion (cf. NY.S5.1.L2, lifelong health benefits of self-selected activity).
Standard 6 · Careers and community resources	Student roles as referee, scorekeeper, coach and analyst; a session on careers in sport (officiating, coaching, athletic training, sport management, physical education) and on where to play in New York after graduation.

Sources: SHAPE America, National Physical Education Standards, 2024 (grade-span learning indicators); New York State Education Department, Physical Education Learning Standards, 2020, Physical Education FAQ, and 8 NYCRR §135.4.

Curriculum overview

Phase structure

The 11 weeks run in three phases. Each phase hands more of the floor to the students, so that by week 8 the class runs its own league.

PHASE	WEEKS	FOCUS	KEY SKILLS
Phase 1	Weeks 1–3	Foundations & Game Sense. Rules, positions and the three-step rhythm; catch, pass and shoot under light pressure; reading space and numbers; the Olympic values; the team charter.	Core skills, rules, space, charter
Phase 2	Weeks 4–7	Systems & Fitness. Throw and jump-shot mechanics; 6-0 and 5-1 defense; fast-break phases; pivot and wing play; heart-rate zones, RPE and recovery; goal and practice plan; officiating training.	Systems, mechanics, fitness concepts, roles
Phase 3	Weeks 8–11	The League & Leadership. Balanced teams with rotating captains; student referees, scorekeepers and analysts; timeouts and adjustments; pressure protocol; the Olympic Handball Cup; pathways after the unit.	Leadership, competition, reflection

Session structure, every week

Every 90-minute session follows the same rhythm. If the school runs 45-minute periods, the session splits cleanly after the skill block: skills on day one, applied play and debrief on day two.

TIME	SEGMENT	PURPOSE
0–10 min	**Warm-up**	Dynamic preparation built from handball movements; from week 4, a timed interval with a heart-rate or RPE check.
10–15 min	**Concept**	One idea on the whiteboard: a rule, a system, a fitness principle, a value. Five minutes, then the floor.
15–60 min	**Skill & systems**	Stations at three challenge levels, then systems work in teams: defense shape, break phases, set plays.
60–85 min	**Applied play**	Two courts, four teams, conditioned games that reward today's concept; from week 8, league matches run by students.
85–90 min	**Debrief**	RPE call, one tactical question, one character question. Written reflection in weeks 7 and 11.

Managing 30–50 students: organizational strategy

High school classes are large and the range of experience is wide. The model keeps every student active and gives the experienced ones responsibility rather than dominance.

- **Two courts, four teams.** The gym is split into two half-courts; four teams play 5v5 plus goalkeepers simultaneously. Rotations are on the clock, not on the score.
- **Students run the floor.** From week 3, students referee; from week 5, they keep score and clock; from week 7, analysts track possessions and shots. Roles rotate so every student holds each one before the Cup.
- **Peer coaching pairs.** From week 4 each student has a partner who watches one rep and gives one cue, using the critical elements taught that day.
- **Three challenge levels, student-selected.** Stations are set at three levels; students choose, coaches nudge. Choosing an appropriate challenge is itself a Grade 9–12 indicator (4.12.5).
- **Whistle and board.** One whistle freezes play for a teaching moment; two end the rotation. The whiteboard carries the system of the day and the league table.

Olympic values & character education

The Olympic Movement's three core values frame the unit. With high school students the values are applied to competition that matters to them, and discussed as choices rather than rules.

Excellence

Your best effort, measured against your own baseline, not a teammate's.

In practice: Practice plan kept for four weeks · honest RPE calls · the Most Improved award decided by data

Respect

Opponents, officials, teammates and the game itself.

In practice: Handshake lines · student referees' calls stand · zero tolerance for abuse of an official, including by the adults

Friendship

Connection built through shared challenge.

In practice: Mixed teams in weeks 1–7 · team charter · the Cup as a celebration, not a knockout

The Paralympic values: completing the framework

The four Paralympic values complete the framework and give explicit language to the hardest moments of competition.

Determination

Keep giving your best when the game turns against you.
In practice: Practice plan · comeback scenarios in week 10 · "next play"

Courage

Try something new in front of peers; take the shot; make the call.
In practice: First jump shot · first game as referee · leading a timeout

Inspiration

Find a role model; become one.
In practice: Olympic and club stories · analyst reports read to the team · older students visiting from the Academy

Equality

Everyone plays, contributes and is challenged at their own level.
In practice: Self-selected challenge levels · modified plans keeping every student, including students with disabilities, active and included · co-ed competition by design

Accountability framework

Accountability is to teammates and to the class, not only to the adults. Three routines make it concrete:

- **Debrief protocol.** Five minutes at the end of every session: RPE, one tactical question, one character question. Captains lead from week 8.
- **Role accountability.** Referees, scorekeepers and analysts sign their sheets. The league table is theirs.
- **Fair-play points.** In the league, fair play is scored alongside goals by the officials and the teacher. A team can win the Cup on fair play.

Handball and sports students already know

High school students arrive with tactical literacy from basketball, soccer, football and video games. Connecting handball to that knowledge accelerates learning and respects what they already understand.

SPORT	WHAT IT SHARES WITH HANDBALL	HOW HANDBALL IS DIFFERENT	DISCUSSION PROMPT
Basketball	Dribble, pass, fast break, screens, zone and man defense	Three steps without a dribble; a goalkeeper; shooting is a throw; contact in the body is legal within limits	How does a 2-3 zone in basketball compare with a 6-0 in handball? What does each give up?
Soccer	Goalkeeper, formations, pressing, transition, width	Hands, not feet; smaller court, so transition is faster; wings and pivot replace fullbacks and striker	Where does a soccer team press, and why? Where would you press in handball?
Football	Throwing mechanics, reading a defense, set plays, roles	Continuous play, no stoppages between possessions; every player attacks and defends	A quarterback reads coverage before the snap. What does a handball back read before the pass?
Water polo	Nearly identical rules and positions	No water; faster; jumping replaces treading	Why do two sports from different places have the same rules? What does that say about how games evolve?

Motor fundamentals & physical development

High school physical education refines specialized skills and teaches students how their bodies produce force, speed and endurance. This unit develops the sport's skills and uses them to teach the fitness concepts the standards require.

SKILL	HOW IT IS DEVELOPED IN HANDBALL	PROGRESSIVE CHALLENGES
Throwing (shooting)	Overhand throw as a kinetic chain: step, hip rotation, trunk, shoulder, elbow, wrist; analyzed in week 2 and week 5	Standing throw → running throw → jump shot → shooting against a goalkeeper under fatigue
Catching	Two-hand catch at speed, one-hand catch, catching under contact	Stationary → on the move → from a fast-break outlet → under defensive pressure
Dribbling	Used sparingly and on purpose: to beat one defender or advance in transition	Controlled dribble → change of pace → dribble-and-pass in the break
Jumping & landing	Jump-shot take-off and safe landing; power from the hips	Landing mechanics → one-foot take-off → jump shot → jump shot after a cut
Defensive footwork	Lateral slides, drop-steps, stepping out and recovering in a 6-0 and 5-1	Slides → 1v1 containment → shape in a zone → shifting as a unit
Repeat sprints & recovery	Fast breaks and retreats as intervals; heart rate and RPE measured and discussed	20-second efforts → work-to-rest ratios → pacing a full game

Three challenge levels in every station (weeks 4–7 onward)

Students arrive with very different histories; some have played a sport every day since childhood and some have not played one since fifth grade. Every station from week 4 runs at three levels. The student chooses the level, and choosing well is part of the learning.

Foundational

Building the pattern: form, confidence, short distances, light pressure.

Sample activities: Partner passing on the move · standing throw at a goal with a keeper · 2v1 with a passive defender · slides in a lane

Developing

The pattern is there; add speed, a decision and a defender.

Sample activities: Three-player weave with a finish · running throw and first jump shots · 3v2 live · 1v1 containment

Advanced

Combine skills at game speed inside a system.

Sample activities: Fast break with a trailing pivot · jump shot after a cut against a keeper · 5-1 defense shifting against a set play · goalkeeper vs. three shooters

Important: levels are fluid, not fixed. Students are encouraged and supported to move between levels as their skills develop. The goal is challenge, not categorization.

Fitness concepts, taught on the court

Four concepts run through weeks 4–7 and are assessed in the knowledge component: **heart-rate zones** (students find a working heart rate after a two-minute possession drill and compare it with rest); **rating of perceived exertion** (the 1–10 scale, called at the end of every interval and game); **work-to-rest ratios** (fast-break intervals of 20 seconds with 40 seconds of recovery, then 30/30); and **recovery and hydration** (why the second half is lost by the team that did not drink). Each is one whiteboard minute and one on-court experience, not a lecture.

Student roles, trained before the league

Referees are trained in week 3 (signals, the seven most common calls) and work from week 4. Scorekeepers and clock operators start in week 5. Analysts start in week 7 with a one-page sheet: possessions, shots, goals, turnovers, and one observation for their team's timeout. Every student holds every role before the Cup; the roles are assessed under Leadership & character.

Phase 1: Foundations & Game Sense (weeks 1–3)

Phase 1 gives every student the same starting line. Nobody has played; everybody can within an hour. The rules, the positions and the three-step rhythm are taught through conditioned games, and the team charter is written before anyone keeps score.

WEEK 1 The Olympic game: rules, roles and first possessions

PHASE 1

LEARNING OBJECTIVES

- Students can state the core rules: three steps, three seconds, the goal area, passive play, legal and illegal contact.
- Students identify the seven positions and the shape of a 6-0 defense.
- Students complete catch-pass sequences on the move with correct two-hand technique.
- Students connect handball to a sport they know and to its place in the Olympic program.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Nations warm-up**	Dynamic warm-up by "country": each group a handball nation (Denmark, France, Egypt, Brazil, Japan, USA). Introduces the sport's global reach and sets the class's mixed teams.
10–15 min	**What is handball**	Court, goal, positions and the seven rules that matter, on the board. The LA28 connection: the U.S. fields a team as host. The three Olympic values named.
15–60 min	**Skill stations + rules games**	(1) Catch-pass on the move, three-step rhythm. (2) Shooting from 9 m, standing, at a coach in goal. (3) 3v3 keep-away, three seconds on the ball. (4) Goal-area game: score without stepping in. Rotate every 11 minutes.
60–85 min	**Conditioned 5v5**	Two courts. Points only after four passes; a goal counts double if every player touched the ball. Referees are the coaches this week.
85–90 min	**Debrief**	"Which sport did this feel like, and where was it different?" "Name the value you saw today."

Coach notes, week 1: make the experienced athletes passers, not scorers, this week. The quickest way to lose the rest of the class is to let one student win it alone.

WEEK 2 — The throw as a kinetic chain, and the team charter

PHASE 1

LEARNING OBJECTIVES

- Students analyze the overhand throw as a sequence (step, hip, trunk, shoulder, elbow, wrist) and apply two cues to their own throw.
- Students shoot from the back positions with a running approach.
- Students write and sign a team charter covering communication, mistakes and officials.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Throwing prep**	Band or partner resisted rotations, shoulder circles, medicine-ball or partner-ball rotational throws. Throwing is a whole-body skill.
10–15 min	**Force and rotation**	Whiteboard: the kinetic chain. Where does the power come from? Compare a pitcher and a quarterback. Two cues each student will test today.
15–60 min	**Throw clinic + charter**	Peer pairs film or watch three throws, give one cue, repeat. Stations: standing throw for accuracy; three-step running throw; throw under fatigue after a sprint. Then 15 minutes: each mixed team drafts its charter (how we talk, what we do after a mistake, how we treat officials).
60–85 min	**Shooting game**	5v5 with a shot clock of five passes; goals from the back positions count double. Coaches freeze play to point out good sequencing.
85–90 min	**Debrief**	Each team reads one charter line. "What changed in your throw when you used the cue?"

WEEK 3 — Space, numbers and the first whistle

PHASE 1

LEARNING OBJECTIVES

- Students create and use space with cuts, crosses and width.
- Students exploit a numerical advantage (2v1, 3v2) and recognize when they have one.
- Students complete referee training: signals and the seven most common calls.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Cut-and-receive warm-up**	Partners: cut hard to a cone, receive, pass back, repeat. Emphasize the change of pace that gets a player open.
10–15 min	**Space is the weapon**	Whiteboard: width, depth, and the free player in a numbers-up situation. One rule for today: you must move after you pass.
15–60 min	**Numbers stations + referee school**	(1) 2v1 to goal. (2) 3v2 continuous. (3) Crossing drill: back and wing exchange lanes. (4) Referee school with the coach: signals, three steps, double dribble, goal area, passive play, fouls, 7-metre throw. Each group spends one rotation in referee school.
60–85 min	**Numbers-up games**	Offense always has one extra player; student referees officiate for the first time, one per court, with a coach beside them.
85–90 min	**Debrief**	"When did you know you had numbers?" "Referees: what was the hardest call?" Announce the week-4 baseline and goal setting.

Phase 2: Systems & Fitness (weeks 4–7)

Phase 2 is depth. Students set a goal and a practice plan, choose their challenge level, learn two defensive systems and the phases of the fast break, and meet the fitness concepts of the unit on the court: heart rate, perceived exertion, intervals and recovery. Student roles expand to scorekeeping and analysis.

WEEK 4 Baseline, goals and intervals

PHASE 2

LEARNING OBJECTIVES

- Students complete the five-skill baseline and set one skill goal with a four-week practice plan.
- Students find a working heart rate after a possession drill and rate their exertion on the 1–10 scale.
- Students choose a challenge level at each station and explain the choice.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Interval warm-up**	Four 20-second possession efforts with 40 seconds of recovery. Heart rate at rest and after the fourth effort; RPE called.
10–15 min	**Zones and RPE**	Whiteboard: what the two numbers mean, and why a handball possession is an interval. The practice-plan card introduced.
15–60 min	**Baseline stations**	Five stations, three levels each, scored by peer pairs with the coach's rubric: catching on the move, passing accuracy, shooting (standing and running), defensive slides, goalkeeping reactions. Students choose the level; the score is the baseline, not a grade.
60–85 min	**Game + scorekeepers**	5v5 games with student referees and, for the first time, student scorekeepers and clock operators.
85–90 min	**Debrief**	Goal cards: one skill, one measurable target, three things I will do each week. RPE call.

WEEK 5 Jump shot, goalkeeping and the strength circuit

PHASE 2

LEARNING OBJECTIVES

- Students perform a one-foot take-off jump shot with a safe landing.
- Students complete a bodyweight strength circuit for throwing and jumping with correct technique.
- Students rotate through goalkeeping with a ready stance, angles and a reaction protocol.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Landing mechanics**	Jump-and-stick progressions, two feet then one; knees track over toes; quiet landings. The rule: no jump shot until the landing is safe.
10–15 min	**Where power comes from**	Whiteboard: hips and trunk produce the throw; legs produce the jump. Strength training as technique, not bulk.
15–60 min	**Circuit + jump-shot clinic + keepers**	(1) Strength circuit: squats, lunges, push-ups, trunk rotations, 40/20 work-rest. (2) Jump-shot progression at three levels. (3) Goalkeeper school: stance, angles, hands-and-feet reactions; every student keeps for one rotation. (4) Shooting against the keepers.
60–85 min	**Keeper's game**	5v5; a save is worth a point to the defending team. Goalkeepers rotate every four minutes. Analysts-in-training count shots and saves.
85–90 min	**Debrief**	"What did you learn about shooters by standing in goal?" RPE. Practice-plan check.

WEEK 6 Systems: the 6-0 and the 5-1

PHASE 2

LEARNING OBJECTIVES

- Students hold shape in a 6-0 defense and shift as a unit with the ball.
- Students step out and recover in a 5-1, and explain what each system gives up.
- Students attack a zone with crosses and a pivot.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Shadow defense**	Six defenders slide as a unit following a coach-held ball; add a second ball; add attackers walking.
10–15 min	**Two systems**	Whiteboard: 6-0 (flat, compact, protects the goal area) and 5-1 (one defender high, disrupts the back court). Compare with basketball zones.
15–60 min	**Systems work in teams**	Each team runs 6-0 then 5-1 against a walking offense, then a jogging offense, then live. Offense learns the cross and the pivot screen. Coaches freeze and correct shape, not individuals.
60–85 min	**Conditioned games**	Defense must declare its system before each possession; analysts record which system conceded fewer goals.
85–90 min	**Debrief**	"Which system suited your team and why?" Analysts report one number each.

WEEK 7 The fast break, the pressure protocol and the written reflection

PHASE 2

LEARNING OBJECTIVES

- Students execute the three phases of the fast break: outlet, first wave, trailing wave.
- Students apply a personal pressure protocol (breath, reset word, next play) in a close game.
- Students complete a written reflection on their practice plan and a leadership self-evaluation.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Outlet warm-up**	Goalkeeper save → outlet pass → sprint → finish, three lanes, continuous. Interval format with RPE.
10–15 min	**Phases of the break + pressure**	Whiteboard: first wave (wings), second wave (backs), trailing pivot. Then the pressure protocol: one breath, one word, next play. Students choose their word.
15–60 min	**Break stations + analyst training**	(1) 2v1 break. (2) 3v2 break with a trailing player. (3) Break-and-retreat intervals. (4) Analyst school: the one-page sheet, what to count, how to give one useful observation at a timeout.
60–85 min	**Close games**	Games start tied with four minutes left; sudden-death overtime. Referees, scorekeepers and analysts all student-run. Coaches watch the protocol, not the score.
85–90 min	**Written reflection**	Five minutes on paper: did your practice plan work; one leadership strength; one thing to improve in the league. Teams announced next week.

Phase 3: The League & Leadership (weeks 8–11)

Phase 3 hands the class the floor. Balanced teams, rotating captains, student officials and analysts run a four-week league with fair-play points alongside goals. Coaches and the teacher coach the captains and officials rather than the players. It closes with the Olympic Handball Cup and a session on where to play next.

WEEK 8 — The league opens: captains, charter, first matches

PHASE 3

LEARNING OBJECTIVES

- Students join balanced teams, elect a captain rotation and revise their charter for competition.
- Students set a role goal for the league (as a player and as an official or analyst).
- Students play their first league match under full student officiating.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Captain-led warm-up**	New teams warm up under their first captain. Coaches watch and do not intervene unless safety requires.
10–30 min	**Team identity and roles**	Team name (a handball nation or city), motto, captain rotation for four weeks, and the officiating and analyst schedule. Each student writes a role goal.
30–55 min	**Team practice**	Teams choose their defensive system and two set plays; captains run the session. Coaches consult when asked.
55–85 min	**Matchday 1**	Two courts, two 12-minute halves. Student referees, scorekeepers and analysts. Fair-play points recorded.
85–90 min	**Debrief**	Captains lead: one thing that worked, one adjustment. League table posted.

WEEK 9 — Timeouts, adjustments and communication

PHASE 3

LEARNING OBJECTIVES

- Students run a one-minute timeout using the analyst's observation and make one adjustment.
- Students use on-court communication: calling the system, switches, help and the break.
- Students give peer feedback without prompting, using the critical elements taught in the unit.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Communication warm-up**	Possession drill where every pass is preceded by the receiver's name and every defensive switch is called aloud.
10–15 min	**How to run a timeout**	Whiteboard: analyst speaks first (one number, one observation), captain decides one change, team repeats it back. Sixty seconds.
15–55 min	**Matchday 2 with timeouts**	Two matches of two 10-minute halves; each team must call one timeout per half and use the protocol. Coaches sit with the analysts.
55–85 min	**Set-play lab**	Teams rehearse their two set plays against a live defense, then add a third from the coach's menu. Peer feedback pairs active.
85–90 min	**Debrief**	"Did the adjustment work? How do you know?" Fair-play standings read.

WEEK 10 Pressure, comebacks and playing after high school

PHASE 3

LEARNING OBJECTIVES

- Students manage momentum swings and losing positions with the pressure protocol and the charter.
- Students evaluate a captain's leadership using agreed criteria.
- Students discuss the benefits and barriers of staying active after high school and identify one realistic option.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Comeback warm-up**	Breakout game: the trailing team starts three goals down with four minutes; roles switch.
10–15 min	**After high school**	Whiteboard: what happens to activity after graduation and why (time, money, nobody to play with). Handball in New York: the club's adult teams, the Northeast League, the Youth Academy for ages 12–18, intramurals, officiating as a paid skill.
15–55 min	**Matchday 3: pressure scenarios**	Matches with manufactured pressure: visible scores, overtime, 7-metre shootouts. Coaches narrate momentum; captains apply the protocol.
55–80 min	**Leadership evaluation + Cup prep**	Teams evaluate each captain against three criteria (clear, calm, fair) and give feedback in the charter format. Cup format, bracket and fair-play rules explained; teams confirm roles.
80–90 min	**Debrief**	"What would make you proud on Cup day, apart from the result?" "What is your one option for staying in the game after this class?"

WEEK 11 The Olympic Handball Cup

PHASE 3

LEARNING OBJECTIVES

- Students compete in a Cup that provides meaningful challenge at every level, run entirely by students.
- Students demonstrate 11 weeks of skill, tactical, fitness and leadership learning in one session.
- Students complete the final written reflection and receive recognition for growth, leadership and fair play.

TIME	ACTIVITY	DESCRIPTION & LEARNING OBJECTIVES
0–10 min	**Opening ceremony**	Teams enter under their names; captains present mottos. The coach honors the Olympic tradition and the class's work. Handshake line.
10–70 min	**Cup matches**	Leveled bracket; each team plays two matches of two 10-minute halves. Student referees, scorekeepers and analysts. Fair-play points count toward the Cup table.
70–80 min	**Final and awards**	Final if time allows, then awards: Cup champions · Fair Play Cup · Most Improved (from the baseline data) · Best Teammate · Best Official · Olympic Spirit. Every student holds a role in the ceremony.
80–90 min	**Final reflection**	Written: what handball taught you about yourself; one skill you can prove you improved; one role you would take again. Coach closes with the invitation to the Academy and the club.

> **This is not just a tournament.** It is a celebration of 11 weeks of skill, fitness, leadership and Olympic values, organized and officiated by the students themselves. The Fair Play Cup is announced before the champions.

Assessment & evaluation framework

Assessment is continuous and built into the sessions. The certified PE teacher is the teacher of record and assigns the credit-bearing grade; the framework below gives the teacher observable evidence in every component. Students are measured against their own week-4 baseline, never ranked against each other.

What we assess

DOMAIN	OBSERVABLE INDICATORS	ASSESSMENT METHOD
Skill & tactical	Five skills (catch, pass, shoot, defend, keep goal) and three tactical measures (uses numbers-up, holds system shape, runs the break)	Baseline week 4, re-measured week 11 · peer-pair rubric · analyst sheets in the league
Fitness knowledge	Heart-rate and RPE literacy; work-to-rest; recovery and hydration	RPE calls · interval logs · short knowledge check in week 7
Leadership & character	Roles held (captain, referee, scorekeeper, analyst), feedback given, charter kept, fair play	Role sign-off sheets · peer and self-evaluation · fair-play points
Personal	Goal and practice plan; emotion management under pressure; reflection	Practice-plan card · coach observation in close games · written reflections weeks 7 and 11

Grading, aligned to the credit-bearing course

The weights below are a recommendation the teacher of record may adopt or adjust. Nothing in the unit rewards athletic talent by itself; a student who arrived unable to catch and who officiated three matches well can earn the top grade.

30%
Effort & participation
Present, dressed, active in every segment, RPE honest

25%
Skill & tactical growth
Week-4 to week-11 change on the eight measures

25%
Leadership & character
Roles, feedback, charter, fair play

20%
Knowledge & analysis
Rules, systems, fitness concepts, self-analysis

Coach observation checklist

Used by peer pairs with coach moderation in week 4 and week 11. Shared with the teacher of record; shown to students as a growth record, not a rank.

SKILL	FOUNDATIONAL (1)	DEVELOPING (2)	PROFICIENT (3)
Catching	Two hands, stationary; drops under pressure	Catches on the move; some one-hand	Catches at speed, one-hand, under contact; from the outlet
Passing	Inaccurate on the move; no lead	Accurate to a moving target at moderate speed	Leads the receiver at game speed; passes under pressure
Shooting	Arm throw; no sequence; off target	Sequence present; running throw reaches target	Jump shot with safe landing; picks corners against a keeper
Defending	Flat-footed; loses shape	Slides; holds shape in a 6-0 with reminders	Shifts as a unit; steps out and recovers in a 5-1
Goalkeeping	Turns away; no stance	Ready stance; plays angles with cues	Reads shooters; reacts hands-and-feet; starts the break

Evaluation & reporting commitment

Every school receives an end-of-unit report: participation and moderate-to-vigorous-activity rates (from heart-rate and RPE records), class-level growth on the eight measures, league and Cup fair-play results, roles held by every student, and anonymized lines from the final reflection. The teacher of record receives the full rubric data for the course grade.

Safety, equipment & logistics

Safety protocols

- Every session begins with a structured warm-up; from week 4 it doubles as the interval. No shooting before it is complete.
- Landing mechanics are taught before the jump shot (week 5) and the rule stands: no jump shot until the landing is safe.
- Contact is taught explicitly: what the body may do in defense, what the arms may not. Student referees are trained to call it, and their calls stand.
- The goal area is marked and the rule enforced from week 1. Goalkeepers wear a distinguishing pinnie; no shots at a keeper who is not ready.
- Hydration and recovery are part of the content: water breaks are scheduled at the end of each station block, and RPE is used to pull back students who are overreaching.
- Students with medical notes or accommodations receive a modified participation plan that keeps them active and included: officiating, analysis, goalkeeping, or stationary skill work, as appropriate.
- The coach reviews the school's emergency procedures (nearest AED, athletic trainer or nurse, evacuation route) with the PE teacher before the first session.
- Whistle system: one blast freezes play; two end the rotation; three long blasts end the session.

Equipment requirements

ITEM	QUANTITY	NOTES
Handballs, size 2 (and size 3 for advanced boys' groups), resin-free	24	Two per three students in skill play; no resin in school gyms
Colored pinnies	50, five colors incl. goalkeeper	Team, station and official identification
Portable handball goals or modified goals	2 (4 for two courts)	Narrowed goals or cones acceptable; the club supplies
Agility cones and flat markers	60 cones, 40 markers	Goal areas, stations, court division
Whistles	1 per coach + 4 for student referees	Student referees keep theirs for the unit
Whiteboard, clock, score sheets, analyst sheets	1 board; sheets for every match	The league runs on paper the students keep
Heart-rate monitors (optional)	Class set if the school has one	Manual pulse checks work; monitors are a bonus

Handball Rising brings and maintains all equipment; nothing is purchased by the school. Goals and balls are left at the school for the length of the unit.

Expected student outcomes

By the end of the 11 weeks, a student who has fully engaged with the unit will show measurable growth across every domain the State and national standards require of high school physical education. The outcomes below describe that student.

Physical outcomes

- Shoots with a full kinetic chain, standing, running and with a jump shot landed safely.
- Catches and passes at game speed, including from the outlet of a fast break.
- Holds shape in a 6-0 defense and steps out and recovers in a 5-1.
- Keeps goal with a ready stance and plays angles.
- Sustains repeat sprints across a game and recovers between them.
- Is moderately to vigorously active for 40 or more minutes of every session, with the heart-rate and RPE data to show it.

Emotional outcomes

- Uses a personal pressure protocol in close games.
- Sets a skill goal, keeps a four-week practice plan and evaluates it honestly.
- Chooses an appropriately challenging level and can explain the choice.
- Reflects in writing on what movement means to them.

Social outcomes

- Holds every role in a student-run league: player, captain, referee, scorekeeper, analyst.
- Gives a teammate feedback without being asked, using the critical elements taught.
- Runs a one-minute timeout and makes one adjustment.
- Evaluates a leader against agreed criteria and accepts the same evaluation.
- Treats officials, opponents and teammates according to a charter they wrote.

Knowledge & career outcomes

- Explains the rules and the two defensive systems and what each gives up.
- Analyzes a throw as a kinetic chain and a possession as an interval.
- Explains heart-rate zones, RPE, work-to-rest ratios and recovery, and has used each.
- Describes handball's place in the Olympic program and in different cultures, and the club's 70-nationality story.
- Names careers in sport encountered in the unit (officiating, coaching, athletic training, sport management, physical education) and one realistic way to stay active after graduation.

> **This is physical education at its highest standard.** High school physical education is the last time most Americans are taught to move by someone whose job it is. This unit treats that responsibility seriously: real skills, real systems, real fitness knowledge, and a league the students run themselves.

When a sophomore who sat out every PE game since sixth grade referees a Cup semifinal and her calls stand, she is not just learning handball. She is learning that she can be in charge of something in front of her peers. When a team that lost three league matches wins the Fair Play Cup and means it, they are not just playing a sport. They are practicing how to be adults. That is the promise of this curriculum, and that is why it belongs in every high school.

> *"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle."*
>
> Pierre de Coubertin, founder of the modern Olympic Games