

COURSE OUTLINE INDIVIDUAL TACTICS IN DEFENSE AND OFFENCE, TEAM TACTICS - FAST BREAKGENERAL

1. GENERAL

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|---|---|--------------------------------|---------------------|
| SCHOOL | PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY | | |
| DEPARTMENT | PHYSICAL EDUCATION AND SPORT SCIENCE | | |
| LEVEL OF STUDIES | ISCED level 6 – Bachelor's or equivalent level | | |
| COURSE CODE | C682 | SEMESTER | 5 th |
| COURSE TITLE | INDIVIDUAL TACTICS IN DEFENSE AND OFFENCE, TEAM TACTICS - FAST BREAKGENERAL | | |
| TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i> | | TEACHING HOURS PER WEEK | ECTS CREDITS |
| | | 3 | 6 |
| <i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i> | | | |
| COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i> | SCIENTIFIC AREA Major | | |
| PREREQUISITES: | Coaching and teaching handball | | |
| TEACHING & EXAMINATION LANGUAGE: | Greek | | |
| COURSE OFFERED TO ERASMUS STUDENTS: | No | | |
| COURSE URL: | https://eclass.duth.gr/courses/KOM02359/ | | |

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After successful completion of the course, participants will be able to:

- *perform and teach in detail the basic principles of individual tactics in personal defense and zone defense, attacking against personal defense and against zone defense,*
- *practice "open" skills such as tactics, as well as the main forms of collaboration between 2 to 5 players in both defense and attack, i.e., defensive and offensive team unit collaborations.*

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,

ICT Use

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral

responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

- Search, analysis and synthesis of data and information, ICT Use
- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. *Tactics – Strategy, Theory of tactics, Individual offensive tactics. Analysis of positions in offence.*
2. *Sense of open space, Selection of empty space for receiving, shooting, passing. Changing direction in space.*
3. *Overload, pulling a player, exercises 2:2, 3:3, 4:4. Achieving numerical superiority on the strong side.*
4. *Individual defensive tactics in personal defense. Covering a player in personal defense. Sense of the strong and weak side for the defender.*
5. *Individual defensive tactics in zone defense. Counting offensive players, achieving numerical superiority on the strong side. Covering the responsibility space in zone defense, covering the strong side of the offensive player.*
6. *Offensive team tactics, Player crossovers with and without the ball. Cooperation with pivot, screen – release.*
7. *Ball circulation, Player coordination. Cooperation of offensive players in ball circulation. Cooperation of offensive players to achieve overload.*
8. *Team tactics in zone defense, Responsibility areas in zone defense. Responsibility areas in 6:0, 5:1, 4:2 defenses.*
9. *Overlap. Passing – receiving. Cooperation of different defensive positions.*
10. *Game situations, 2 against none, 2 against 1, in a fast break. Game situations, 3 against 1, 3 against 2, 4 against 3 in a fast break.*
11. *Game situations, 5 against 4, 5 against 5. Fast break.*
12. *Game situations, 2:1, 3:2, 4:3, 5:4, 5:5 in organized defense.*

13. Presentation of assignments.

4. LEARNING & TEACHING METHODS - EVALUATION

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|---|---|--------------------------|
| TEACHING METHOD <i>Face to face, Distance learning, etc.</i> | Face to face Lectures and practical applications as well as distance learning | |
| USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i> | Use of ICT in Teaching | |
| TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i> | Activity | Workload/semester |
| | Lectures | 39 |
| | Field Exercise | 71 |
| | Study and individual works | 20 |
| | Interactive learning and analysis of digital material | 20 |
| | Total | 150 |
| STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i> | Final written examination (30%) Practical examination in compulsory exercise combination with and without apparatus (50%) Written assignments (20%) | |

5. SUGGESTED BIBLIOGRAPHY

1. TOGANIDIS TH. & CHATZIGEORGIOU D. (2006) HANDBALL IN PHYSICAL EDUCATION. THESSALONIKI: SALTO.
2. Kotzamanidis Christos. (2019). *Theory & Methodology of Handball: Coaching and pedagogical approach*. Thessaloniki: Kiryakidis Publisher.
3. Stefan Konig @ Armin Eisele. (2001). *Handball unterrichten*. THESSALONIKI: SALTO.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

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|---|---|
| Teacher (full name): | CHRISTOS CHRISTOFORIDIS, Teaching Staff D.P.E.S.S. – D.U.T.H. |
| Contact details: | cchristo@phyed.duth.gr |
| Supervisors: (1) | NO |
| Evaluation methods: (2) | Oral examination with distance learning methods |
| Implementation Instructions: (3) | <p>The examination in the course will be carried out through oral exams in handball regulations and handball basics in the e-class, on the day according to the examination program announced by the Secretariat. The exam will be conducted through Teams. The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have learned the terms of distance methods.</p> <p>Students will have to log in to the examination room through their institutional account, otherwise they will not be able to participate. They will also take part in the examination with a camera, which they will have open during the examination. Before the start of the exam, students will show their identity to the camera, so that they can be identified.</p> <p>Each student should answer 5 multiple choice questions. Each of the questions is graded 2.0 points.</p> |

