

## COURSE OUTLINE TEAM DEFENSIVE TACTICS, BASIC DEFENSES AND DEFENSE BREAKDOWN. PHYSICAL ABILITIES TRAINING

### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION AND SPORT SCIENCE		
<b>LEVEL OF STUDIES</b>	ISCED level 6 – Bachelor's or equivalent level		
<b>COURSE CODE</b>	C683	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	TEAM DEFENSIVE TACTICS, BASIC DEFENSES AND DEFENSE BREAKDOWN. PHYSICAL ABILITIES TRAINING		
<b>TEACHING ACTIVITIES</b> <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>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	6
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA Major		
<b>PREREQUISITES:</b>	Coaching and teaching handball		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	No		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/KOM02359/">https://eclass.duth.gr/courses/KOM02359/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>After successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>perform and teach in detail the principles of team defensive tactics in handball, the organized defensive formations used in handball, and the principles upon which the offense should be based to break them down.</li> <li>become familiar with the physiological characteristics of the loads in handball, as well as with the required functional development level of physical abilities in handball and the specific aspects of their training.</li> </ul>	
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information,</i> <i>ICT Use</i> <i>Adaptation to new situations</i>	<i>Project design and management</i> <i>Equity and Inclusion</i> <i>Respect for the natural environment</i> <i>Sustainability</i>

<i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> <li>• <i>Search, analysis and synthesis of data and information, ICT Use</i></li> <li>• <i>Adaptation to new situations</i></li> <li>• <i>Decision making</i></li> <li>• <i>Autonomous work</i></li> <li>• <i>Teamwork</i></li> <li>• <i>Equity and Inclusion</i></li> <li>• <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></li> <li>• <i>Critical thinking</i></li> <li>• <i>Promoting free, creative and inductive reasoning</i></li> </ul>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. <i>Theoretical presentation. Team defensive – offensive tactics. Goals of team tactics. Strategy and tactics. Defense 6:0. Description, analysis, goals, advantages, disadvantages. Characteristics – movements of defenders. Different models. Methodical teaching. Breaking down the 6:0 defense. Presentation of methodical drills by the students.</i></li> <li>2. <i>Defense 5:1. Description, analysis, goals, advantages, disadvantages. Characteristics – movements of defenders. Different models. Methodical teaching. Breaking down the 5:1 defense. Assignment: Methodical drills for defense 5:1.</i></li> <li>3. <i>Defense 4:2. Description, analysis, goals, advantages, disadvantages. Characteristics – movements of defenders. Different models. Methodical teaching. Breaking down the 4:2 defense. Assignment: Methodical drills for defense 4:2.</i></li> <li>4. <i>Defense 3:2:1. Description, analysis, goals, advantages, disadvantages. Characteristics – movements of defenders. Different models. Methodical teaching. Breaking down the 3:2:1 defense. Presentation of methodical drills by the students.</i></li> <li>5. <i>Defense 1:5. Description, analysis, goals, advantages, disadvantages. Breaking down the 1:5 defense. Presentation of methodical drills by the students. Defense 3:3. Description, analysis, goals, advantages, disadvantages. Breaking down the 3:3 defense.</i></li> <li>6. <i>Personal defense (man to man). Description, analysis, goals, advantages, weaknesses of the defense. When it is used,</i></li> </ol>
---

*characteristics – movements of defenders. Different models.*

*Methodical teaching. Breaking down man to man defense.*

*Assignment: Methodical drills for man to man defense.*

7. *Physiological characteristics of the load in handball. Introduction to Physical Conditioning Training. Endurance training in handball.*
8. *Strength training in handball.*
9. *Speed training in handball. Flexibility training in handball.*
10. *Technical training in handball.*
11. *Physical conditioning training for goalkeepers. Assessment of physical abilities in handball.*
12. *Physical conditioning training in childhood and adolescence.*
13. *Periodization of training in handball. Organization of physical conditioning training in handball.*

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face Lectures and practical applications as well as distance learning	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.  Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.   The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	39
	Field Exercise	71
	Study and individual works	20
	Interactive learning and analysis of digital material	20
	<b>Total</b>	<b>150</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process   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   Please indicate all relevant information</i>	Final written examination (30%) Practical examination in compulsory exercise combination with and without apparatus (50%) Written assignments (20%)	

about the course assessment and how students are informed

## 5. SUGGESTED BIBLIOGRAPHY

1. Trosse, H.D. (2008). *Handbuch Handball*. Athens: Athlotypo.
2. I. Bagios (2003). *Handball Tactic*. Athens: Salto

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	CHRISTOS CHRISTOFORIDIS, Teaching Staff D.P.E.S.S. – D.U.T.H.
<b>Contact details:</b>	<a href="mailto:cchristo@phyed.duth.gr">cchristo@phyed.duth.gr</a>
<b>Supervisors: (1)</b>	NO
<b>Evaluation methods: (2)</b>	Oral examination with distance learning methods
<b>Implementation Instructions: (3)</b>	<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.</p> <p>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>

