

HANDBALL

***Practical Guide for
First and Second Year Students***



GABRIEL PIȚIGOI

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- English module -

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INTRODUCTION

This practical workbook has been developed for students of the Faculty of Medicine who study in English and participate in physical education activities during their first two years of study. Most of these students come from diverse cultural and educational backgrounds and possess varying levels of experience in sports practice. In this context, the practical workbook aims to facilitate active participation in practical handball activities and to support the acquisition of the fundamental elements of the game.

The activities are organised within a teaching framework adapted to the specific characteristics of medical education, which is typically associated with a demanding academic schedule. Under these circumstances, sports activities represent not only a means of developing motor abilities, but also an effective way of maintaining physical and mental health, reducing stress, and promoting an active lifestyle.

The practical workbook is designed for first- and second-year students who choose handball as their sports discipline and participate in practical sessions held once a week. The content of the practical activities aims to familiarise students with the basic technical and tactical elements of the game of handball, to develop coordination and general motor abilities, and to encourage cooperation and team spirit.

The structure of the exercises and practical activities is adapted to the level of preparation of students enrolled in non-sport-oriented universities, placing emphasis on the progressive learning of technical skills, active participation in the game, and the development of a positive attitude towards physical activity. At the same time, particular attention is given to the principles of safety in sports activities and the prevention of injuries.

Through this practical workbook, the objective is not only the acquisition of motor skills specific to the game of handball, but also the development of healthy habits related to regular physical activity—an aspect of particular importance for future professionals in the medical field.

OBJECTIVES OF THE PRACTICAL ACTIVITIES

The practical handball activities conducted within university physical education courses aim to ensure the harmonious development of motor abilities, the acquisition of basic technical and tactical skills, and the promotion of an active lifestyle among students. In the context of medical education, these activities contribute not only to the improvement of physical fitness, but also to the maintenance of psychological balance and to the development of social competencies that are important for future professionals in the health sector (Bota, 2006; Lidor & Ziv, 2011).

A primary objective of the practical activities is the *development of general motor abilities* such as speed, endurance, coordination, and dexterity. The practice of handball involves alternations between high-intensity efforts and short recovery periods, simultaneously engaging both aerobic and anaerobic energy systems and contributing to the improvement of the body's functional capacity (Michalsik & Aagaard, 2015).

Another important objective is the *acquisition of the fundamental technical elements of handball*, such as catching and passing the ball, dribbling, specific movement patterns, and shooting at goal. Learning these technical procedures represents the foundation for effective participation in the game and facilitates the development of motor control and segmental coordination (Mihăilă, 2006).

The practical activities also aim to *develop elementary tactical skills* through the understanding of the basic principles of play in both attack and defence, as well as through the development of players' capacity for cooperation. In team sports, decisions must be taken rapidly

according to the evolution of game situations, which stimulates cognitive processes and the ability to anticipate play (Barbero et al., 2014).

An essential educational objective is the *development of team spirit and fair-play behaviour*. Participation in collective sporting activities contributes to the development of responsibility, cooperation, and respect towards teammates, opponents, and the rules of the game—values that are important both in sporting activity and in professional life (Biddle et al., 2019).

At the same time, the practical activities aim to *promote an active and healthy lifestyle*. Regular participation in physical activity is associated with numerous benefits for both physical and mental health, contributing to the reduction of sedentary behaviour, the improvement of general well-being, and the prevention of certain chronic conditions (Bota, 2006; Biddle et al., 2019).

SAFETY REGULATIONS AND INJURY PREVENTION

Compliance with safety regulations represents an essential condition for the organisation of sports activities in the university environment, contributing to the reduction of injury risk and to the creation of a safe educational climate for all participants. In the case of handball, which is characterised by rapid movements, sudden changes of direction, jumping actions, and moderate physical contact between players, the implementation of appropriate preventive measures is particularly important (Langevoort et al., 2007).

An important aspect of safety in sports activities is the *implementation of an appropriate warm-up prior to physical effort*. Warm-up exercises contribute to increasing muscle temperature, improving joint mobility, and preparing the cardiovascular and neuromuscular systems for physical activity. Within practical handball sessions, the warm-up should include joint mobility exercises, muscle activation exercises, and sport-specific exercises such as lateral movements, changes of direction, and exercises with the ball (Bompa & Buzzichelli, 2019).

Another important principle in injury prevention is *respecting the principle of progressive workload*. The intensity and complexity of the exercises should increase gradually according to the students' level of physical conditioning and motor experience. In the case of students enrolled in non-sport-oriented universities, it is necessary to adapt the exercises to the characteristics of the group in order to avoid excessive strain and the occurrence of injuries (Bota, 2006).

The use of appropriate sports equipment also plays an important role in injury prevention. Sports footwear should provide stability, cushioning, and adequate grip on the playing surface, thereby reducing

the risk of slipping or ankle sprains. At the same time, sports clothing should allow freedom of movement and be adapted to the conditions in which the sports activity takes place.

Another *essential element of safety is the observance of the rules of the game and the principles of fair play*. In university teaching activities, physical contact should take place within the limits of the regulations, and students should be instructed regarding correct sporting behaviour and responsibility for the physical integrity of teammates and opponents.

Finally, the *supervision of the activity by the teaching staff* and the proper organisation of the playing area contribute significantly to the prevention of injuries. The instructor has the role of adapting the exercises to the level of the group, correcting incorrect technical executions, and intervening promptly in situations that may pose risks to participants.

By observing these safety regulations and applying appropriate injury prevention strategies, practical handball sessions can be conducted in a safe educational environment, encouraging students' active participation and promoting a healthy lifestyle.

BASIC RULES OF THE GAME OF HANDBALL

Handball is a team sport in which two teams, each consisting of seven players (six field players and one goalkeeper), compete with the objective of scoring goals by throwing the ball into the opponent's goal while preventing the opposing team from scoring. The game is played on a rectangular court with two goals, each defended by a goalkeeper (International Handball Federation, 2022).

An official handball match is divided into two halves of 30 minutes each, separated by a 10–15 minute interval. Within university teaching activities, the duration of the game may be adapted according to the available time and the objectives of the handball session.

Number of Players

Each team consists of seven players on the court at the same time: six field players and one goalkeeper. Teams are allowed unlimited substitutions during the game, which must be carried out within the designated substitution area.

Movement with the Ball

A player in possession of the ball is allowed to:

- hold the ball for a maximum of 3 seconds without dribbling;
- take a maximum of 3 steps without dribbling the ball;
- dribble the ball in order to continue moving on the court.

After stopping the dribble, the player must either pass the ball or execute a shot at goal.

Goal Area

The goal area is marked by the 6-metre semicircular line. Only the goalkeeper is allowed to enter this area. Field players may jump into the goal area only if the shot at goal is released before landing.

Shot at Goal

The primary objective of the game is to score goals by throwing the ball into the opponent's goal. A goal is considered valid when the ball completely crosses the goal line between the goalposts and below the crossbar.

Physical Contact

Handball allows controlled physical contact, provided that it complies with the rules of the game. Players may use their bodies to block or impede the movement of an opponent; however, dangerous actions such as pushing, hitting, or pulling an opponent are prohibited.

Disciplinary Sanctions

In the event of rule violations, referees may award:

- a free throw to the opposing team;
- a 7-metre throw (similar to a penalty throw) when a clear goal-scoring opportunity is illegally prevented;
- disciplinary sanctions such as a warning (yellow card), a 2-minute suspension, or disqualification (red card).

The Principle of Fair Play

Respect for the rules of the game and the principles of fair play represents an essential component of handball practice. Participation in the game should take place in a spirit of respect towards opponents, teammates, referees, and the regulations of the competition.

PHYSICAL CONDITIONING EXERCISES

Due to the increasingly scientific approach to sports training, the entire instructional and educational process has developed at a progressively higher level, taking into greater consideration the biological foundations of the human body and its capacity for adaptation.

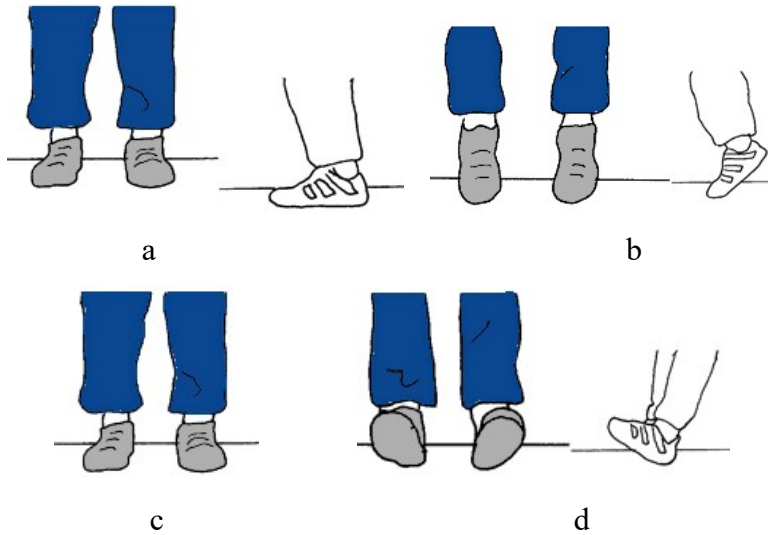
In the context of medical education, understanding these adaptations is crucial, as they reflect the plastic response of the neuromuscular and cardiovascular systems to calibrated physical stress.

Physical conditioning represents a system of measures, means, and methods through which the development of morphological indicators, functional capacity, and the fundamental motor abilities specific to different sports disciplines is ensured (Teodorescu, 2009). Its principal objectives are to increase the athlete's physiological potential and to develop motor abilities to the highest possible level. Physical conditioning represents a particularly important component of the sports training process, constituting the fundamental basis for the other components of training. It includes the set of measures adopted by the coach in order to ensure a superior functional capacity of the organism, achieved through optimal values of somatic and functional indicators and through a high level of development of motor abilities.

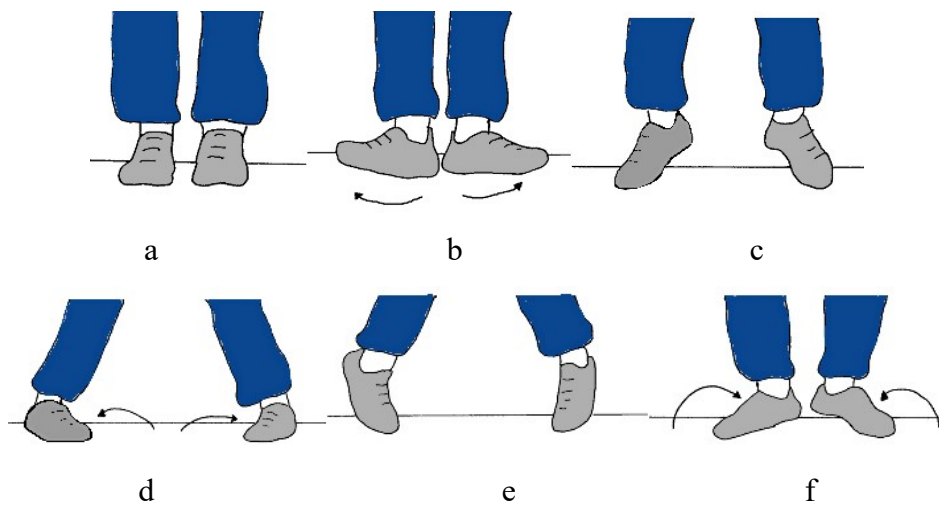
Furthermore, for future medical professionals, the study of physical conditioning serves as a practical laboratory for observing human kinesiology and the prevention of kinetic pathologies through controlled exercise.

Motor abilities are highlighted through the activation of morpho-functional factors that enable the execution of actions in both attack and

defence. Consequently, motor abilities represent essential aspects of motor activity performed in time and space.



Toe-heel rolling steps



Pivots on Toes and Heels