



College of Physical Education					College
5	NQF level	Department of Physical Education			Section
nothing	Prerequisite	131245	الرمز	Handball 1	Course name
2	practical	nothing	نظري	3	Credit hours
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s.bataineh@jadara.edu.jo			Email	DR. Sohaib bataineh	Teachers
My face	Attendance form	Arena	The place	11.30–10	Lecture time
2026/3/24	Modification date	2022–10–20	Date of preparation	the second	Classroom

Course description

Brief course description

It includes introducing the student to the cognitive aspect, the technical aspect, the curricula and method of teaching athletics events, and includes clarifying the technical and educational performance and organizing and managing the athletics events included in the content of this course. It also includes how to teach students to beginners and knowledge of the laws related to this course.

Course objectives

1. He performs activities
2. Performs the correct technique for each activity
- 3 . Gradual learning and teaching activities are known
4. He is proficient in performing the basic skills in the game

CILO's Learning Outcomes				
A. Knowledge - theoretical understanding Upon completion of the course requirements, the graduate will be able to:				
A1: Introducing the student to the law of handball, its application, origins and development. (K1)				
B - Knowledge - practical application Upon completion of the course requirements, the graduate will be able to:				
A2: Applying basic skills in handball and law (K4)				
C. Skills – General problem solving and analytical skills Upon completion of the course requirements, the graduate will be able to:				
b1: Motivating the use of basic skills in handball (S1))				
D. Skills – Communications, ICT and Accounts. Upon completion of the course requirements, the graduate will be able to:				
b2: Analysis of educational steps and technical performance of basic skills, through information and computer technology. (S3)				
E. Competencies: autonomy, responsibility and context Upon completion of the course requirements, the graduate will be able to:				
C1: Teamwork and cooperation to manage the training and teaching unit or match, make decisions, and bear responsibility (C2)				
F methods of learning and teaching.				
Brainstorming. • Practical lectures on the handball field. • Discussion and dialogue within the scope of the lecture. • Theoretical lectures and involving students in the educational process, analysis and conclusion. •				
G. Evaluation methods				
Mid-term exam. • Theoretical tests. • Direct and indirect questions. • Practical tests. • Continuous evaluation during lecture •				

Course content					
Evaluation methods	Learning and teaching methods	Topics	Outputs	hours	week

<p>Midterm exam. Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Brainstorming. Practical lectures on the handball field. Discussion and dialogue within the scope of the lecture.</p>	<p>The student gets to know the basic skills and legal aspects of the game of handball. Develops a sense of the ball and place. Teaching the skill of catching the ball.</p>	<p>a1+ a2</p>	<p>4</p>	<p>1 + 2</p>
<p>Midterm exam. Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Brainstorming. Practical lectures on the handball field. Discussion and dialogue within the scope of the lecture.</p>	<p>Teaching the skill of dribbling from different situations and protecting the ball from the opponent</p>	<p>a1+ a2 c1+b1</p>	<p>4</p>	<p>3 + 4</p>
<p>Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Brainstorming. Practical lectures on the football field Discussion and dialogue within the scope of the lecture.</p>	<p>Teaching the skill of passing and receiving the ball. Teaching the skill of passing the ball with movement Teaching reception skills from different situations and levels</p>	<p>a1+ a2 c1b2+</p>	<p>4</p>	<p>5 + 6</p>
<p>Midterm exam</p>	<p>Brainstorming. Practical lectures on the handball field. Discussion and dialogue within the scope of the lecture.</p>	<p>First test (midterm))</p>		<p>2</p>	<p>7</p>
<p>Mid-term exam. Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Brainstorming. Practical lectures on the football field. Discussion and dialogue within the scope of the lecture.</p>	<p>Teaching the skill of pendulum passing. Linking the skill of pendulum passing to the movements of the attacking player.</p>	<p>a1+ a2 c1+</p>	<p>2</p>	<p>8 + 9</p>
<p>Mid-term exam. Theoretical tests. Direct and indirect</p>	<p>Brainstorming. Practical lectures on the football field. Discussion and dialogue within the scope of the lecture.</p>	<p>Teaching the skill of aiming from</p>	<p>+c1a2 b1+b2</p>	<p>2</p>	<p>10 + 11</p>

<p>questions. Practical tests. Continuous evaluation during lectures</p>		<p>the focus. Teaching the skill of aiming from running Linking the two skills to the dribbling skill.</p>			
<p>Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Brainstorming. Practical lectures on the football field. Discussion and dialogue within the scope of the .lecture</p>	<p>Teaching deception skills by dribbling. Teaching deception skills by body</p>	<p>a1+a2 +b2 b2c1</p>	2	12 + 13
<p>Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Brainstorming. Cooperative learning Practical lectures on the football field. Discussion and dialogue within . the scope of the lecture</p>	<p>Teaching other deception skills and linking them to shooting. Applying the acquired skills in 6v6 game situations.</p>	<p>a1+a2 +b2 b2c1</p>	2	14 + 15
<p>Theoretical tests. Direct and indirect questions. Practical tests. Continuous evaluation during lectures</p>	<p>Practical lectures on the football field. Discussion and dialogue within the scope of the lecture.</p>	<p>Teaching basic goalkeeper skills. Applying what the goalkeeper is allowed and what is not allowed. Teaching the goalkeeper's movements and applying skills with the law.</p>	<p>a1+a2 +c1 b2c1</p>	2	16
<p>End of semester exam.</p>		<p>Final exam</p>		2	17

the components	
A note prepared by Dr. Muhammad Darwish, University of Hama. / International Handball Law	The book
International Law of the Game of Handball	the reviewer

Handball law Handball Note 1 Dr. Hussein Bani Hani	Recommended reading
https://www.pesducation.com/2019/04/Summary-Article-Hand-Ball.html	Electronic material
The digital library, to view studies and research related to the subject.	Other sites

Course evaluation plan						
Outputs					Degree	Evaluation methods
c1	b2	b1	a2	a1		
-	-	-	30	-	30	First exam (mid)
-	-	-	-	-	-	Second exam (mid)
					50	Final exam
					-	Chapter works
10					10	Jobs
-	-	-	-	-	-	Cases to study
-	-	-	-	-	-	Discussion and interaction
10	-	-	-	-	10	Group activities
-	-	-	-	-	-	Laboratory and job exams
-	-	-	-	-	-	Presentations
-	-	-	-	-	-	Short exams
					100	the total

Quarterly business reviews

Plagiarism

Plagiarism is when someone takes someone else's work and claims it is their own. The university has a strict policy on plagiarism, and if plagiarism is indeed detected, this policy will be enforced. Penalties also apply to anyone who helps someone else commit plagiarism (for example by knowingly allowing someone to copy your code).

Plagiarism differs from group work in that a number of individuals share ideas about how to implement courses. You are strongly encouraged to work in groups, and you will certainly not be penalized for it. This means that you can work together on a project or complete a job. What is important is that you have an understanding of all aspects of the supplement program. In order to allow for correct evaluation you must strictly adhere to the work requirements of the project or job as described and detailed above. These requirements exist to encourage teamwork, individual understanding, facilitate individual assessment, and prevent plagiarism.