

PHYSICAL EDUCATION AND SPORTS

**TEACHER'S GUIDE SENIOR 5
ASSOCIATE NURSING PROGRAM**

First Edition

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FOREWORD

Dear Teacher,

Rwanda Basic Education Board is honoured to present teacher's guide for associate nursing program which assists the teacher as guidance to the competence-based teaching and learning to ensure consistence in the learning of Physical Education and Sports subject.

The Rwandan educational philosophy is to ensure that student-associate nurses achieve full potential at every level of education which will prepare them to be able to respond to the community health needs and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teacher's pedagogical approaches, the assessment strategies and the instructional materials available.

We paid special attention to the activities that facilitate the learning process in which student-associate nurse can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teacher, student-associate nurse will gain appropriate skills and be able to apply what they have learnt in real life situations.

Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation. This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher.

In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the student-associate nurses where concepts are mainly introduced by an activity, situation or scenario that helps the student-associate nurses to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages student- associate nurses in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes.

In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching and learning materials.
- Organize group discussions for student-associate nurse considering the importance of social constructivism suggesting that learning occurs more

effectively when the student-associate nurses works collaboratively with more knowledgeable and experienced people.

- Engage student-associate nurses through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.
- Provide supervised opportunities for student-associate nurses to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity innovation, communication and cooperation.
- Support and facilitate the learning process by valuing student-associate nurses' contributions in the class activities.
- Guide student-associate nurses towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:

The part 1: Explains the structure of this teacher's guide and gives you the methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the Answers to all activities given in the Student book, you are requested to work through each question and activity before judging the student's findings. I wish to sincerely extend my appreciation to the people who contributed towards the development of this Teacher's Guide, the Ministry of Health, Human Resource for Health Secretariat (HRHS), University of Rwanda, School of Nursing and Midwifery, Higher Learning Institutions and Rwanda Basic Education Board.

Special gratitude goes to University faculty, Nurses, Midwives, Teachers, illustrators, designers, HRH Secretariat Staff and REB Staff who diligently worked to successful completion of this book.

Dr. MBARUSHIMANA Nelson

Director General of Rwanda Basic Education Board

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ACRONYMS AND ABBREVIATIONS

CSE: Comprehensive Sexual Education

Fig: Figure

PES: Physical Education and Sports

R.C.A: Reflect Connect and Apply

REB: Rwanda Basic Education Board

CTLR: Curriculum Teaching and Learning Resources

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PART I: GENERAL INTRODUCTION

1.1 The structure of the guide

This section presents the overall structure of this guide, the unit and lesson structure to help teachers to understand different sections of this teacher's Guide.

Overall structure

The whole guide has three main parts as follows:

General Introduction:

This part provides general guidance on:

- How to develop the generic competences,
- How to integrate cross cutting issues,
- How to cater for students with special educational needs, active methods and techniques of teaching Physical Education and Sports and guidance on assessment.

Sample lesson plan:

This part provides a sample lesson plan developed and designed to help the teachers to develop their own lesson plans.

Unit development:

This is the core part of the guide. Each unit is developed by following the structure below.

Structure of a unit

Each unit is made of the following sections:

- **Unit title:** From the syllabus.
- **Key unit competence:** From the syllabus.
- **Prerequisites (knowledge, skills, attitudes and values):** This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.
- **Cross-cutting issues to be addressed:** This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another crosscutting issue taking into consideration the learning environment.

- **List of lessons/sub-heading:** This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.
- **Summary of the unit:** This section summarises what students have been learned in the whole unit.
- **End of each unit:** At the end of each unit, the teacher's guide provides the following sections:

Additional Information

This section gives further information that may help him/her to plan and conduct Physical Education and Sports lesson.

End unit assessment

This part provides guidance on how to conduct the end unit assessment in a practical way. It suggests activities/games as well as guidance on criteria to be considered such as:

- **Cognitive skills:** (E.g.: level of concentration, memory, capacity of anticipation, problem solving, know rules of the game, know techniques and tactics to use different sports activities etc.).
- **Technical competences:** (E.g.: to throw the ball, to catch it, to dribble it, to pass it to others etc.).
- **Strong emotional points:** Such as self-confidence and feeling, secure.
- **Social competences:** Such as cooperation and solidarity.
- **Attitudes and values:** E.g.: optimism, confidence, respect and impartiality.

Additional activities

This section provides additional games/exercises for the teacher to have a wider range of activities/games related to the unit.

- **Consolidation activities:** Additional activities to students with special educational needs.
- **Remedial Activities:** Additional activities for students who need more time and exercises to achieve a certain level of performance.
- **Extended activities:** Additional activities for talented students.

The guide ends with references.

Structure of each lesson

Each lesson/sub-heading is made of the following sections:

- **Lesson title:** It shows the title of the lesson.

- **Introduction:** This section gives a clear instruction to the teacher on how to start the lesson.
- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.
- **Steps of the lesson:** This section provides activities/games/exercises and guidance step by step: Opening discussions, warm up, lesson body, cool down and closing discussions (R-C-A: Reflect Connect and Apply).

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competency based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher-centers to the student-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering students' learning achievement, and creating safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills. It focuses on what students can do rather than what students know. Students develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in student-centred rather than the traditional didactic approach. The students are evaluated against set standards to achieve before moving on.

In addition to specific subject competences, students also develop generic competences that are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in Physical Education and Sports:

| Generic competence | Examples of activities that develop generic competences |
|---|---|
| Communication | <p>Organize and present in writing and verbally a complete and clear report of a training session or a match for a given sports.</p> <p>Select and use a set of verbal and nonverbal channels of communication during a game situation (a voice, facial expressions and bodily movements).</p> <p>Observe and interpret different game situations and react accordingly.</p> <p>Argue verbally or in writing about any given performance/results in sports.</p> |
| Cooperation, Personal and Interpersonal management and life skills | <p>Playing in Pairs.</p> <p>Playing in small groups/teams.</p> <p>Playing in large team and/or a club.</p> |
| Critical thinking | <p>Demonstrate advantages to the schools where sports is valued contrary to a school or institution where sport is neglected.</p> |
| Innovation and creativity | <p>Create a set of physical activities of a training session for a given sports.</p> <p>Leading a given activity in sport training session with objectives, methodology, observations, results and conclusions.</p> <p>Design a sketch map of some techniques and tactics used in different games.</p> <p>Create a chart of the main steps in a performing a given tactic in different sports/games.</p> |
| Intra and interpersonal skill | <p>Ability in facilitating interaction and communication with others.</p> <p>Intra skills refer to the skills of knowing and living with oneself.</p> <p>Inter personal skills deals with knowing and living with others.</p> |

Lifelong learning

Exploit all opportunities available to improve on knowledge and skills.

Reading sports journals, listening to sports news and following different games on TV or on playgrounds/ stadium.

Research and Problem solving

Research using internet or books from the library and develop tactics or strategies to be used in performing sports activities.

Fabricate sports materials from local materials (e.g. making a soccer ball).

1.2.2 Addressing cross-cutting issues

Among the changes in the competence, based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are:

- Comprehensive Sexuality Education (CSE),
- Environment and sustainability,
- Financial Education,
- Gender,
- Genocide studies,
- Inclusive Education.
- Peace and Values Education,
- Standardization Culture

Some cross cutting issues may seem specific to particular learning areas or subjects but the teacher need to address all of them whenever an opportunity arises. In addition, students should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom to progressively develop related attitudes and values.

Below are examples on how crosscutting issues can be addressed in PES.

| Cross-cutting issue | Examples on how to integrate the cross-cutting issue |
|-----------------------------------|--|
| Comprehensive sexuality education | A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention in Physical Education and Sports activities. |
| Environment and sustainability | <p>In teaching and learning process environment and sustainability are addressed when:</p> <p>The teacher explains to students the importance of a safe and clean environment for safe physical and sport activities.</p> <p>Students avoid throwing away used materials before, during and after exercises.</p> <p>There are rules set for cleaning the playgrounds before and after exercises.</p> <p>Students avoid spitting or blowing the nose in pitch, field, and court during exercises.</p> |
| Financial Education | <p>In teaching and learning process, financial education may be addressed when:</p> <p>Students are able to find themselves local grown solutions as regards to sports equipment and sport materials where there is shortage;</p> <p>Students are good managers of sports infrastructures and sports materials, knowing that some of them are costly.</p> |
| Gender | Teachers should ensure equal participation of both girls and boys during physical activities and equal participation in open discussion and in refereeing. |
| Genocide studies | While conducting Physical Education and Sports activities a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it or organizing Genocide memorial tournaments at school and giving the message related to the Genocide. |
| Inclusive education | Involve all students in all activities without bias. E.g., allow a student with physical disability to be a referee, a coach, an assistant, a judge. Modify activities so they suit the abilities and attention span of the students. |

| | |
|----------------------------|---|
| Peace and Values Education | In teaching and learning process, the teacher must encourage tolerance, patience, cooperation, teamwork spirit, mutual help, and respect of opinions of colleagues, obedience (respect) of rules and creation of a more peaceful game situation. |
| Standardization culture | <ul style="list-style-type: none"> – In teaching and learning process, the students must use standardized materials in prevention of injuries and accidents. – The teacher also must help students to know how to choose and use safe sports clothing for their health (e.g. safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities). |

1.2.3 Attention to special educational needs

Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

What attitude to adopt to promote the integration of students with disabilities during recreational and sports activities?

To promote the integration of students with disabilities during recreational and sports activities, the following tips may help teachers/educators in the training of these students:

- Adopt an approach of sports and game which is based on skills, you focus on what students are capable of doing. In this respect, you can introduce small changes in games and activities for students with disabilities.
- Be relaxed and natural when you are with people with disabilities. Do not treat them as if they need your pity or your charity. Do not think they necessarily need help. Let them do and say things themselves.
- Avoid keeping students with disabilities out of the game: in a regular class, let them participate in other's games. However, avoid being too demanding about the level of their performance.

What can we modify to promote the integration of students with disabilities during recreational and sports activities?

Within the framework of integration of students in games, according to the nature and the gravity of impairment, students can participate in games designed for all students. In other cases, the teacher or educator should think about changes he/she could make to meet the special needs of teachers he/she has in the group. He/she should also think about adaptation of the game, the playground, equipment and duration of the game.

Below are some examples of adaptation to initiate:

i) Adapt roles and rules

- Make the game easier or harder by changing some rules.
- Let students play different roles and in different positions.
- Allow students to play in different ways, for example, sitting instead of standing.
- Simplify expectations of the game.
- Simplify instructions.

ii) Adapt the playground

- Change the size of the playground. Enlarge or reduce the playground.
- Change the distance: for example, put a target closer.
- Change the height of a target.
- Allow more or less space between students.
- Let students move from different spaces.

iii) Adapt the materials

- Reduce the size or weight of materials.
- Choose balls of various textures, bright colours or balls, which make noise.

iv) Adapt the duration of the activity

- Reduce or extend the time allotted to the activity.

Aspects to consider when you want to modify an activity

Ask yourself the following questions:

- Does the modification affect negatively the activity? This should not be the case.
- Does the modification correspond to the ability and duration of students' attention?
- Will the students with disability be able to play with others?
- Is the activity proportional to ages of participants?
- Does the activity respond to the needs of all participants?

Strategies to help students with physical disabilities or mobility difficulties

- Adapt activities so that students, who use wheelchairs, use other mobility aids, have difficulty in moving can participate.
- Ask for adaptation of furniture. E.g., the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair. Encourage peer support between students. Get advice from parents or a health professional about assistive devices.

Strategies to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin to speak.
- Encourage the students to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication (use the same signs yourself and encourage other students to also use them).
- Keep background noise to a minimum.

Strategies to help students with visual disabilities

- Help students to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help in explaining a concept.
- For students with some sight, ask them what they can see. Get information from parents/caregivers on how the students manage their remaining sight at home.
- Make sure that the students have a group of friends who are helpful and who allow the student to be as independent as possible.
- Plan activities so that students work in pairs or groups whenever possible.

1.2.4 Guidance on assessment

Assessment in PES must be a continuing process that arises out of interaction during teaching and learning process. It includes lesson evaluation during R-C-A after each session and end of unit assessment.

This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the activity done. In this step, the teacher sets exercise to assess abilities, skills, knowledge and attitudes of individual students basing on unit or lesson objectives. During assessment activity, students perform exercises individually or work in teams. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end up with giving remedial and extra activities.

1.2.5 Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered that are:

- The uniqueness of Physical Education and Sports.
- The type of lessons to be learned.
- The particular learning objectives to be achieved.
- The allocated time to achieve the objective.
- Available instructional Sports materials, equipment and Sports infrastructure.
- Individual students' needs.
- Abilities of students' and learning styles.

There are different learning styles to use while teaching Physical Education and Sports depending on students' abilities. The teacher should use a wide range of techniques and tools to cater for different specificity of students'.

1.2.6 Teaching methods and techniques that promote the active learning

A. Suitable Methods / techniques to teach PES

Physical Education and Sports is taught:

- In the classrooms (e.g. using a projector and videos to teach steps of performing a technique, a system of game play and using a chalk board to teach rules of the game).
- In the playgrounds/courts for teaching different games (e.g.: football playground for teaching football game, volleyball court for teaching volleyball game, handball playground for teaching handball game, basketball court for teaching basketball game, netball court for teaching netball game).
- On the athletic track, fields, roads and hills for teaching athletics activities (racing, jumps and throws).
- In Gymnasiums for teaching gymnastics and indoor sports.

In the process of teaching and learning Physical Education and Sports, the following methods should be used:

- **Demonstration method**

A teacher makes him/herself a demonstration or asks an able student to do a demonstration. The teacher is advised not to do a demonstration if he/she is not sure to do it better than every individual student can do it.

- **Verbal Explanation**

A teacher describes/explains activities he/she wants students to perform.

- **Practice session**

Students are given time to practice exercises intended to develop the desired skills.

- **Supervision**

During a PES lesson, the teacher plays a role of supervising where he/she must move around in field and make corrections for individual students during exercises.

- **Correction**

While making corrections starting by group correction to individual correction. Corrections for inaccuracy in performing given techniques are done immediately.

- **Evaluation**

Let students do their own evaluation for each other, then help them by giving some advice using encouraging words. Evaluation is a continued activity throughout the physical exercises.

- **Discussion**

Discussions are used before and after teaching and learning activities in open talks to motivate and develop attitude and values in students.

- **Application**

Use of learned Physical Education and Sports skills in different situations to solve a given problem.

Physical Education and Sports in small schools or schools with limited facilities

Where schools have specific problems related to a lack of indoor and outdoor space, consideration might be given to:

- The use of the classrooms, corridors and available school grounds for orienteering exercises.
- The provision of markings on the playground for athletic activities and small-sided games.
- The use of local facilities, e.g. Local grounds, community centres, parish halls, youth clubs, colleges, higher learning institutions etc.
- Co-operation with other primary or secondary schools in sharing facilities.
- Allocating more time to Physical Education and Sports in good weather.
- Visiting an outdoor education centre providing facilities for many worthwhile activities.
- Use possible available space, which should be used to facilitate teaching and learning of Physical Education and Sports.

- Use local materials by making for example: goal posts for Football, Netball and Handball, posts for supporting net in Volleyball.
- Try to create their own playgrounds by using space available.

B. Steps of a PES lesson

While teaching a Physical Education and Sports lesson by using play based approach, a teacher follows these steps:

Step 1: Opening discussions.

Step 2: Warm-up activities.

Step 3: Lesson body.

Step 4: Cool down.

Step 5: Closing discussions focusing on Reflect, Connect and Apply (R-C-A).

Step 1: Opening discussions

The Opening discussions prepare students for the learning experience. Discussions encourage them to think about the learning objective of the play. Opening discussions include quick questions to stimulate students' curiosity and engagement.

Strategies for good discussions:

- Set appropriate arrangement for good discussions: e.g. semi-circle, circle, U-shape.
- Set ground rules, which create a safe atmosphere for students.
- Prepare students for discussions.
- Ensure interactive and inclusive discussions.
- Acknowledge each student's contribution.
- Ensure classroom management and control.

Step 2: Warm-up activities

A warm-up is performed before a game/play/practice of technique. It helps the body activation, prepares itself for a physical exercise, and reduces the risk of injury. The warm-up should be a combination of rhythmic exercises, which begin to raise the heart rate and raise muscle temperature, and static stretching through a full range of motion. The use of balls while warm up activities help students to master previous skills, which should help them to perform new skills.

Step 3: Lesson body

A game/play/exercise is selected according to the topic to be taught/age of students/ability of students/available materials and skills you want to develop.

Step 4: Cool down

A cool down activity is an easy exercise that allows the body to gradually transition to a resting or near-resting state. It is done after the main activity or lesson body.

Step 5: R-C-A discussions

Assessment in PES lesson is done when students are performing exercises/ activities/games. At this level, through the **R-C-A** discussions the teacher allows students to do their self-evaluation and provide the feedback from learned lesson.

Reflect-Connect-Apply is a teaching and learning strategy that leads students through a 3-steps discussion about their experience:

- **Reflect:** Ask questions, which help student to reflect on the game/ play/skill learned. The teacher asks questions about their experience and feelings during the game/exercise/activity.

The teacher asks questions like:

- What was interesting?
- What was easy?
- What was challenging?
- What strategies have you used to win?
- How did you feel in case of success or failure?
- **Connect:** Ask questions, which help students to connect what they have learned to life experiences and lesson content.

The teacher asks questions like:

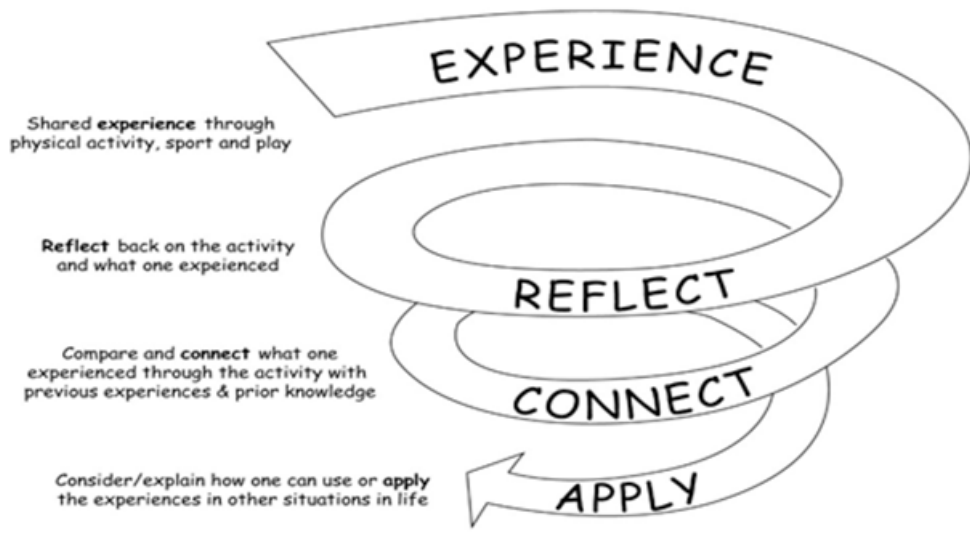
- How this game/exercise/activity is connected to what you already know, believe or feel?
- Does it reinforce or expand your view?
- The teacher also asks questions, which connect the game/exercise/activity to lesson content.
- **Apply:** Ask questions, which help student to apply acquired experience to another situation.

The teacher asks questions like:

- How could you use what you have learned from this experience?
- How could you use your new learning to benefit yourself, others, your community?

RCA is based on the work of educationalists such as Freire, Brown, Piaget, Brantford and others who support the concept of an educational process that is active,

relevant, reflective, collaborative and applied, and has its roots in experiential learning theory (Kolb, 1984). Play-based learning technique is closely linked to the Experiential Learning Cycle. It starts with a game or play-based activity and ends with a closing Reflect, Connect and Apply (RCA) discussion linked to the subject matter.



Experiential Learning Cycle (David A. Kolb, 1984 – Experiential Learning Theory).

PART II. SAMPLE LESSON PLAN

School Name:Teacher's name: ...

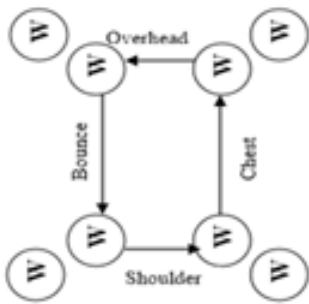
| Term | Date | Subject | Class | Unit No | Lesson No | Duration | Class size |
|--|----------------|-------------------------------|----------|---------|-----------|----------|------------|
| 2 | 20th June 2022 | Physical Education and Sports | Senior 5 | 6 | 1 of 4 | 40 min | 40 |
| Type of Special Educational Needs and number of students | | | | | | | |
| One student with one arm | | | | | | | |
| Unit title | | | | | | | |
| Netball | | | | | | | |
| Key Unit Competence | | | | | | | |
| Students should be able to perform basic Netball tactics. | | | | | | | |
| Title of the lesson | | | | | | | |
| Offensive playing positions in Netball. | | | | | | | |
| Instructional objective | | | | | | | |
| Using the Netball court, students should be able to identify and take correctly offensive playing positions. | | | | | | | |
| Plan for this Class/ location(in/outside) | | | | | | | |
| Safe Netball playground. | | | | | | | |
| Learning Materials(for all students teachers) | | | | | | | |
| Playground, balls, whistle, cones, cones, trees, watch. | | | | | | | |
| References | | | | | | | |
| Physical Education and Sports Syllabus for Associate Nurse Program (Senior 4, 5 and 6), Kigali September 2021. | | | | | | | |

| Timing for each step | Description of teaching and learning activity | | Competences and cross cutting issues to be addressed |
|---|---|---|---|
| | Teacher's activities | Students activities | |
| Introduction Opening discussion: 2min | <ul style="list-style-type: none"> - Check students' readiness by checking out sports equipment to be used. Ask questions about the netball court and its area. | Respect instructions given by the teacher Possible answers: Aras for Netball court are: Goal circle | Communication Is developed through the process of questions- answers. |
| | <ul style="list-style-type: none"> - Which are different areas of the netball court? | Goal circle Centre third Goal third | |
| | <ul style="list-style-type: none"> - Why is it necessary to know and allocate the areas of netball court? | It is necessary to know and allocate the areas of netball court because it helps players to identify their playing areas and their roles. | |
| Warm up: 10min Without the ball: 4min | Choose one student to lead warm up without the ball. | Selected student leads warm up by using chosen exercises to carryout warm up without the ball. | Inclusive education: Is addressed through adapting some impaired students to use his/her able body part. |

Warm up with the ball: 4min

Group students into group of six or more in four corners making a square and let students perform four passes: Chest, overhead, bounce and shoulder. Request students to use a clockwise direction.

To make four groups by respecting instructions given by the teachers.
To perform passes as indicated by the teacher.

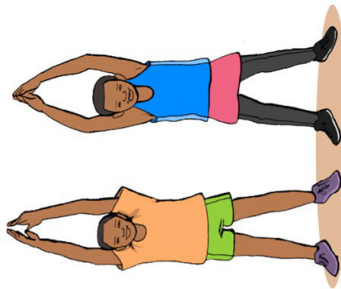


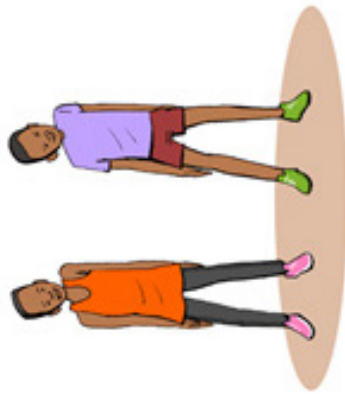
Peace and values education:
Is developed through playing together in harmony.

Stretching: 2min

Inclusive student will do exercises and raise the existing arm.
Ask one student to lead stretching exercises and provides support.

Perform general stretching exercises focusing on body parts: stretch their neck, hamstring, biceps, quadriceps, etc.





| | | | |
|---|---|--|--|
| <p>lesson body: 23min</p> | <p>Explain different offensive playing positions in netball and tell students the role of each player who is in that post (goal shooter, goal attack, wing attack and centre)</p> <p>Randomly request students to take post on the court.</p> | <p>Listening explanation of teacher to and ask questions.</p> <p>Identify positions indicated by the teachers and the role of a player who is on that post.</p> <p>Take position on the court as requested by the teacher.</p> | <p>Critical thinking and problem solving:</p> <p>Are developed through connecting playing positions and the roles of each player who is in that post.</p> <p>Gender: Both girls and boys work equally in learning process.</p> |
| | | | <p>Environment and sustainability:</p> <p>Is developed through respecting playing environment and removing all used materials.</p> |
| <p>Conclusion: Cool down: 2min</p> | <p>Conduct cool down exercises and leads stretching of muscles.</p> | <p>Move slowly, relaxing arms and legs in different direction according to the instructions given by the teacher.</p> <p>Stretch their muscles by respecting teacher's instructions.</p> | <p>Communication</p> <p>Is developed through the process of questions- answers.</p> |

| | | | |
|--|--|---|--|
| <p>Closing discussion: 3min</p> | <p>Ask questions for final discussion to conduct R-C-A. Which challenges did you face during taking offensive positions in netball? What is the usefulness of taking offensive positions in netball?</p> | <p>Students answer questions</p> <p>While taking offensive positions in netball, the most challenges are to:</p> <p>Locate different playing areas; know roles of each player who is in that post.</p> <p>Taking offensive positions correctly facilitates attacking team to progress towards the opponent team and have the opportunities of scoring the goals easily.</p> | |
| <p>Teacher self-evaluation</p> | <p>Teacher evaluates the achievement of objectives.</p> | | |

1.1 Key unit competence:

Perform jumping exercises in athletics.

1.2 Prerequisite (knowledge, skills, attitudes and values)

Students of senior five will have better performance in jumping exercises in athletics if they have developed basic techniques in jumping learned in Ordinary Level and have performed basic physical exercises.

1.3 Cross-cutting issues to be addressed

Gender

In teaching and learning process, the teacher must prepare and provide athletic activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate Financial Education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in athletics but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of athletics. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson by encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe environment they use during sport activities by avoiding throwing wastes on the ground.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the athletics competition and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

The teacher provides athletics activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting athletics exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

1.4 Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to athletics in order to help them to predict what to be learned in the whole unit.

1.5 List of lessons/sub-heading

| | Lesson title | objectives | Number of periods |
|---|-------------------|--|-------------------|
| 1 | Recall ons prints | To develop endurance and resistance and acquire techniques of sprinting in the phases of running before the take-off in jumping sequences. | 1 period |
| 2 | Long jump | To execute long jumps using correct techniques with self-confidence and coordination. | 1 period |

| | | | |
|---|---|---|----------|
| 3 | Triple jump To execute triple jump using correct techniques with self-confidence and coordination. 1 period | | |
| 4 | High jumps | To execute high jumps using correct techniques with self-confidence and coordination. | 1 period |
| 5 | End unit assessment | To evaluate students' performance. | 1 period |

Lesson 1: Recall on sprints

a) Learning objectives

To develop endurance and resistance and acquire techniques of sprinting in the phases of running before the take-off in jumping sequences.

b) Teaching resources

- Baton
- Stopwatch/Watch
- Decameter
- Whistle
- Starting block,
- Cones
- Ropes
- Hurdles.
- Athletic track/
Playground

c) Prerequisites/Revision/Introduction:

Students of senior five will perform better recall on sprint races if they can execute basics sprint exercises learnt in year one and in ordinary level and have developed basic motor control and movement.

d) Learning activities

Opening discussions

- Ask questions to the students about sprint races and their techniques learned in senior four.
- Let students present their findings and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while performing techniques and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body

Exercises on sprint races (100m, 200m, 400m)

Task/activity

Students run a certain distance in a given time, e.g. 30m in 4secs, 60m in 8sec, 100m in 15sec.

Variation

Progressively students increase distance until 400m.

During the workout of sprinting, observe the following elements:

- Starting the sprint with short and quick strides.
- Lift the front knee high and straighten the back leg completely to deliver full power.
- Lengthen the strides as the speed and momentum are gained.
- Students must hold his/her torso straight and vertical while accelerating.
- Pump the arms so as the hands travel from hip to lip, and keep arms close to the sides.
- Keep the head still, but the face and neck are relaxed.
- To bend elbow at 90 degrees.
- In each hand do as if, they are lightly gripping a small object.
- Shoulders must be steady but relaxed.



Fig 1.1: Student performing speed running

Cool down exercises

- Let students do light exercises and stretch their muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

Reflect

- Which challenges/benefits did you face while performing sprinting exercises?
- What went well during the workout?
- Connect
- What are conditions do you need in order to practice sprinting exercises?

Apply

- What is the usefulness of sprinting race exercises?
- How will you use sprinting exercises in your daily life?

Lesson 2: Long jump

a) Learning objectives

To execute long jumps using correct techniques with self-confidence and coordination.

b) Teaching resources

- Athletic track/ sand pit
- Whistles
- Stopwatch/Watch
- Decameters
- Ropes.
- Cones

c) Prerequisites/Revision/Introduction

Students of senior five will perform better long jump exercise if they are able to remember the basic skills they have acquired in jumps in ordinary level.

d) Learning activities

Opening discussions

- Start by asking students questions related to techniques of approach phase, take off phase, flight phase and landing phase while performing long jump as they learned in Ordinary Level.
- Let students present their findings and introduce the topic of the day.
- Invite a student to start and lead the warm-up.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and let students stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body Techniques of long jump

In details, explain learner's student show to respect the four main steps of long jump (the approach, the take-off, the flight and the landing).

• The approach phase

Request to do the following:

- They have to choose the maximum and controllable speed (it is better if it is between 14 and 20 strides) according to the age (-11, -13, 15, -17, over 17).
- To use number of strides to do (Even or odd number) according to the takeoff foot.
- To stay focused and block out all distractions.
- At the beginning of the approach, drive forward like in sprints (slight bodylean, head down, high knee and arm drive, quick, powerful feet pushing back.
- As you are about reaching the take-off step, stay tall with eyes up (not looking on the board), prepare for a vertical movement.

- Let students perform approach phase individually.

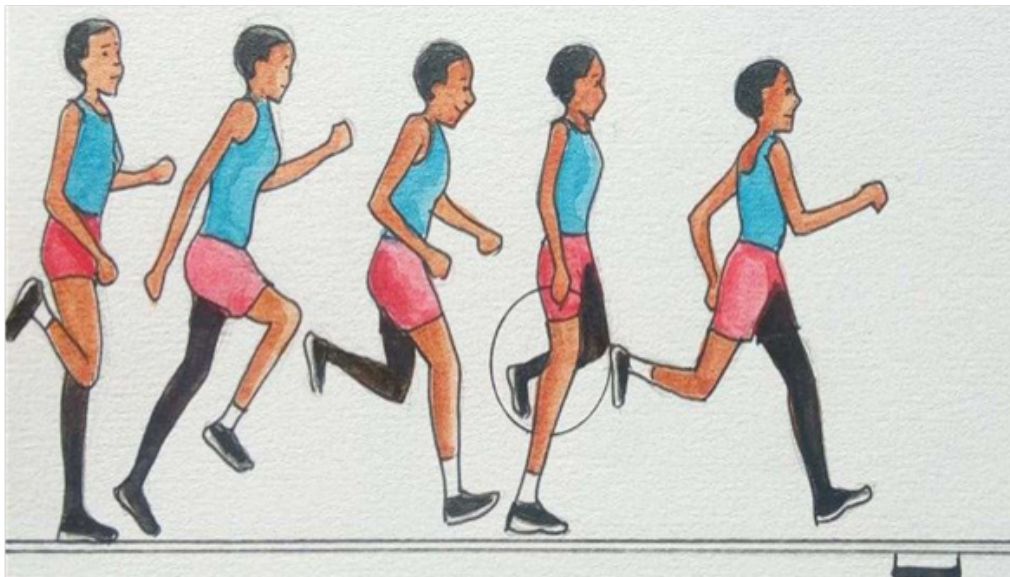


Fig 1.2: Approach phase for long jump

Take off phase

During take-off in long jump, remind students to do the following:

- Maximum extension through hip, knee, ankle, and toe.
- Free thigh at least parallel to the ground.
- Co-ordinate with the opposite arm.
- Chest and back straight, eyes looking ahead.
- Head not thrown back.
- Maintain speed throughout take-off.
- Foot must point forward on touchdown.
- Once these postural positions are achieved, look at the action of the take-off leg.
- Do not allow the athlete to “stab” the ground with the take-off leg. Let students perform take-off phase individually.



Fig 1.3: Take-off phase for long jump

- **The flight phase**

Remind students to take care of the following:

- Arms should gradually drop and circulate back, upward, and over.
- Maintain a big chest and slightly upward head-tilt.
- Drive knee should also drop downward to elongate the body, further combating forward rotation.

Let students perform flight phase individually.

Types of flight

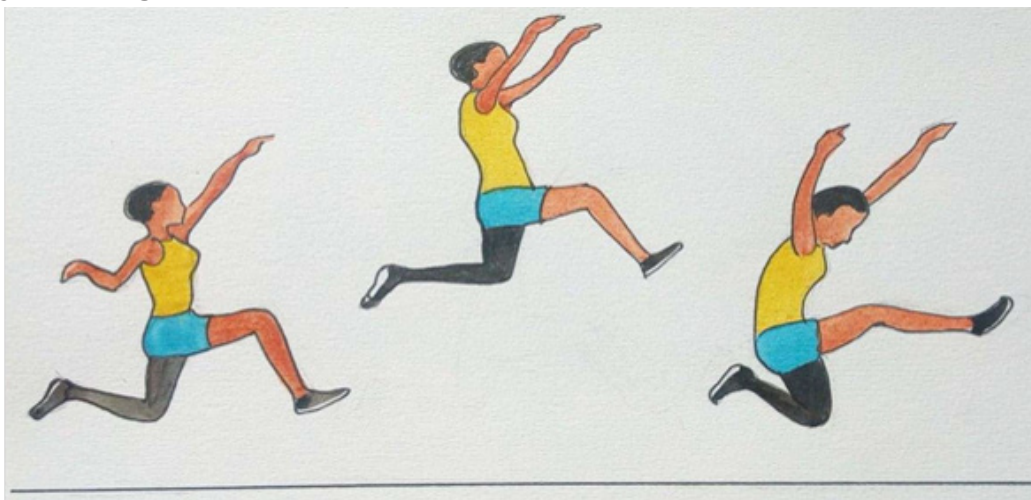


Fig 1.4: Flight phase for long jump

Tell the students that there are two types of flight used in long jumps.

- **The hang flight**

Description of hang flight

After the takeoff, the jumper allows the free leg to drop until it is directly under the hips (see the image below). This long, narrow silhouette of the body causes the least possible rotation, as both the arm and leg (hand and foot) are a maximum distance away from the hips (the theoretical center of mass). Long levers rotate more slowly than short levers. The free leg, which has dropped.

Remind students that during the hang flight:

- No separate leg action.
- The thigh of the free leg is quickly raised to the horizontal position and then lowered during flight.
- The take-off leg trail behind during most of the flight.
- The arms are lifted at the same time upwards.
- The whole body is extended and slightly arched.

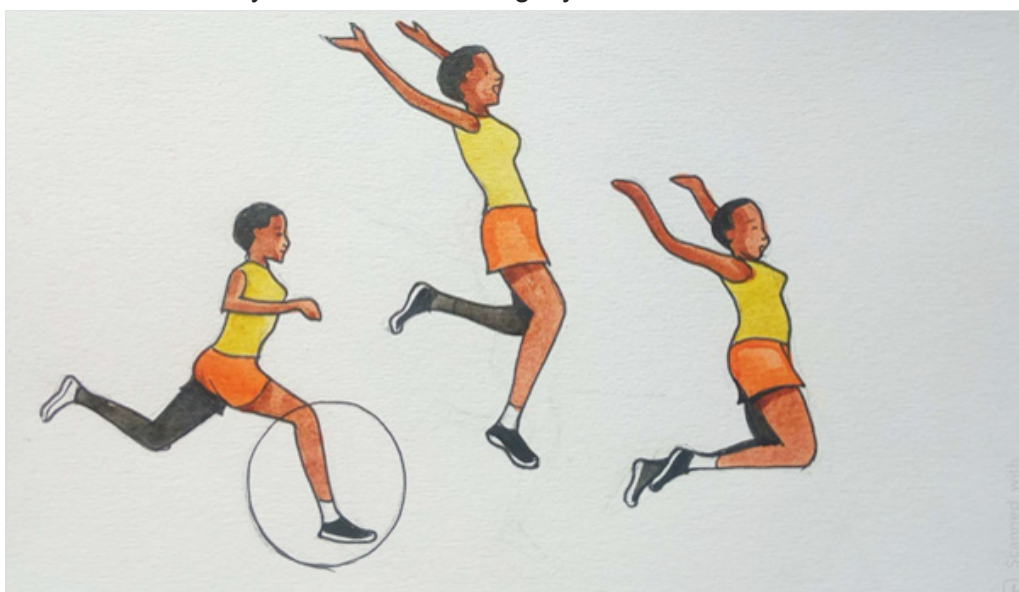


Fig 1.5: *Hang flight style*

The hitch kick flight

Description of the hitch kick flight

Remind students that during the hitch kick flight:

- Separate leg action.
- The free leg is straightened and drawn down and to the rear after take-off.

- At the same time, the take-off leg is drawn forward and upwards.
- The athlete appears to be running in midair.

Demonstrate how to use those types of flight (or a skilled may demonstrate) and let them perform them individually on the jumping area.



Fig 1.6: Hitch kick flight style

Landing

Remind students to respect the following while landing:

- During preparation for the landing, the jumper is trying to get the heels as far away from scratch line as possible.
- To reach a position where he would normally fall back into the sand in a normal landing.
- The body remains upright, with the head looking forward.
- The arms are forced down and backward to assist the legs in the upward motion.

For weaker students and female students remind them to:

- Bring the upper body upright again before landing by pushing the arms horizontally forward, not upwards, to avoid the legs from dropping again, and to reduce forward rotation because sometimes the upper body will tend to lean forward during this phase.
- Remain in this forward position until the landing is completed to avoid backward rotation.

Let students perform 3 to 5 trials by using techniques learned.

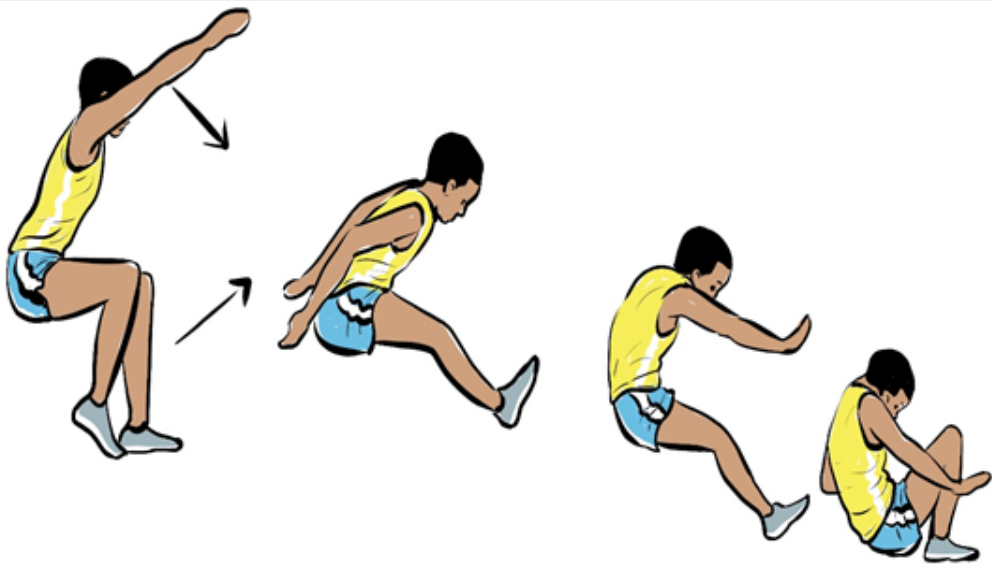


Fig 1.7: Landing in jumping exercises

APPLICATION ACTIVITY

Individually, students perform five trials of long jump on the jumping area and record their performance.

Cool down exercises

- Let students do light exercises and stretch their muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

Reflect

- Which challenges did you face during the execution of long jump exercises? Why?
- What went well during the performance of long jump? Why?

Connect

- What conditions are necessary for a long jumper to have the best performance?

Apply

- What is the usefulness of long jump in our daily life?
- How will you do to make better your performance in long jump after this session?

Lesson 3: Triple jump

a) Learning objectives

To execute triple jumps using correct techniques with self-confidence and coordination.

b) Teaching resources

- Athletic track/ sand pit
- Whistles
- Stopwatch/watch
- Cones
- Ropes.
- Decametres

c) Prerequisites/Revision/Introduction

Students of senior five will learn better triple jump exercise if they are able to remember the basic skills they have acquired in jumps in ordinary level.

d) Learning activities Opening discussions

- Start by asking students questions related to techniques of approach phase, take off phase, flight phase and landing phase while performing triple jump as they learned in Ordinary Level.
- Let students present their findings and introduce the new lesson.
- Invite student to start the warm-up.

Warm up exercises

- Students in two lines jog approximately 800 meters with mild movement exercises such as skipping, backward jogging or skipping, and lateral shuffles mixed in periodically.
- Students perform specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly (dynamic flexibility exercises, range-of-motion exercises, such as leg swings, trunk twists, and arm circles).
- Guide them while performing warm up and stretching exercises.

e) Lesson body

Start by explaining how triple jump can be performed. Demonstrate different steps of triple jump and let students apply it individually on jumping area.

Step 1: The run-up

During this step, remind students to:

- Take the speed.
- Accelerate.
- Maintain the speed to the impulse.

Request them to insist on:

- Keeping the right attitude.
- Maintaining the rhythm of strides (between 10 and 20 strides).
- Taking marks of the running.
- Determining the jumper.

Step 2: Impulse

During this step, remind students:

- That the impulse leg must carry out an active impulse on the take-offboard and be ready to rebound.
- To throw the thigh of the free leg to the horizontal.
- To push forwards and upwards by the impulse leg.

Step 3: The hop

During this step, remind students:

- That the hop must be long and razed to the ground.
- To throw the take-off leg forward and upward and the free leg to downward.
- To maintain straight the chest.
- To take quickly the impulse and all junctions of the ankle, knee and hip are in extension.

Step4: The step/leaping stride

During this step, remind students:

- To throw the thigh of the free leg to the horizontal.
- To push completely on the take-off leg, the shoulders and arms are high.
- To put in extension, the free leg forward and downward.

Step 5: Take-off phase/ the jump

During this step, remind students:

- To take quickly the third impulse.
- To throw the thigh of the free leg to the horizontal.

- That during the take-off, to jump and use one of the two techniques as likes as in long jump (the hang and the hitch kick).
- To bow forwards and downwards the torso for landing.
- To bring forwards the arms.
- To land on the landing area with the feet at the same level.

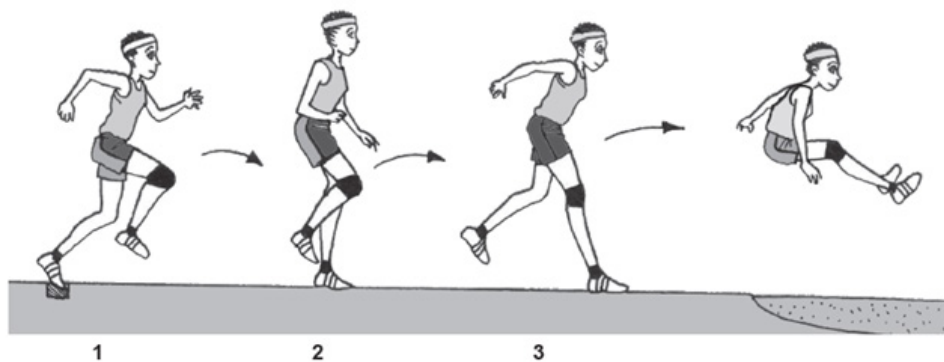


Fig 1.8: Complete jumping process of triple jump

APPLICATION ACTIVITY 1

Individually students perform the following exercises:

- Performing standing long jumps.
- Performing three consecutive double-leg hops.
- Performing standing triple jumps (a right-left or left-right bounding sequence).
- Performing double-double (a right-right-left-left or left-left-right-right bounding sequence).

APPLICATION ACTIVITY 2

Individually students perform the following exercises:

- Performing three rights (a right-right-right bounding sequence).
- Performing three lefts (a left-left-left bounding sequence).
- Performing double-double (a right-right-left-left bounding sequence).
- Performing double-double (a left-left-right-right bounding sequence).
- Alternates (a left-right-left-right bounding sequence).
- Alternates (a right-left-right-left bounding sequence).

APPLICATION ACTIVITY 3

Individually, students perform five trials of triple jump on the jumping area and record their performance.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

• **Reflect**

- Which challenges did you face during the execution of the triple jump exercises? Why?
- What went well during the performance of the triple jump? Why?

• **Connect**

- What conditions are necessary for a triple jumper to have the best performance?

• **Apply**

- How are you going to use triple jump in your daily life??
- How will you do to make better your performance in long jump after this session?

Lesson 4: High jump

a) Learning objectives

To execute different high jumps using correct techniques with self-confidence and coordination.

b) Teaching resources/materials

- Athletic track/ high jump pit.
- High jump posts/standards.
- Elastic/rope/or standards crossbar.
- Athletic tape.
- Mat to be used for landing on while jumping.
- Watch

c) Prerequisites/Revision/Introduction

Students of senior five will learn better high jumps if they are able to remember the basic skills they have acquired in ordinary level.

d) Learning activities

Opening discussions

- Ask students questions about the types of techniques to cross the bar they have learned in ordinary level.
- Ask the students the question about landing technique they have learned in ordinary level.
- Let students present their findings and introduce the new lesson.
- Invite students to start the warm-up.

Warm up exercises

- A warm-up jog of approximately 200 meters with mild movement exercises such as skipping, backward jogging or skipping, and lateral shuffles mixed in periodically.
- Side shuffle on 100 m, backward run on 50m, walking arm circles and shoulders rotation on 50m, striding arm rotations (forward and backward) on 100m, head circles, trunk rotations, hip circles, lower leg circles, ankle rotations on 100 m, heel walks (inward, outward, inversion, eversion), legswings front and side on 100m.
- Guide them while performing warm up and stretching exercises students.

e) Lesson body

Explain to the students that in comparison with the previous jumps(long and triple jumps) high jump is characterized by:

- The run-up speed will be smaller and uniformly accelerated.
- The length of the run-up will be shorter so as not to tire the jumper and remove his/her concentration.
- The impulse/take-off is directed upwards and forwards. It will be complete and in line with run-up race.
- The crossing bar is in three types namely: Simple scissor, Belly roll, Backroll or/FOSBURY FLOP.

The scissor technique

Tell students that scissor technique has an advantage of being simple, very easy and natural.

Explain to students that:

- For an impulse done by the left foot, the run-up comes from the right side.
- For an impulse done by the right foot, the run-up comes from the leftside.
- The angle made by the runway and the bar is almost closed (5^0 to 10^0).

Remind students to:

- Throw upwards the free leg stretched and the trunk above the bar.
- Make the impulse in growing by the rise of the shoulders and hips.
- Lower the free leg for crossing the bar by the impulse leg.
- Land on the pelvis and back.

Let students perform scissors jump individually on the jumping area.

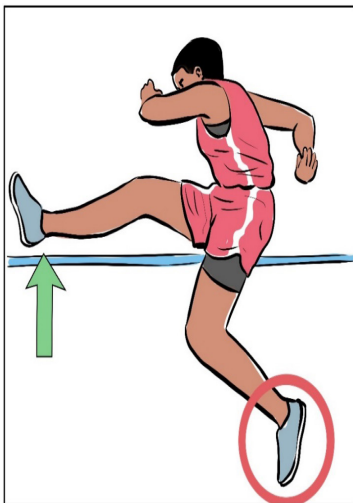


Fig 1.9: Scissors technique in high jump

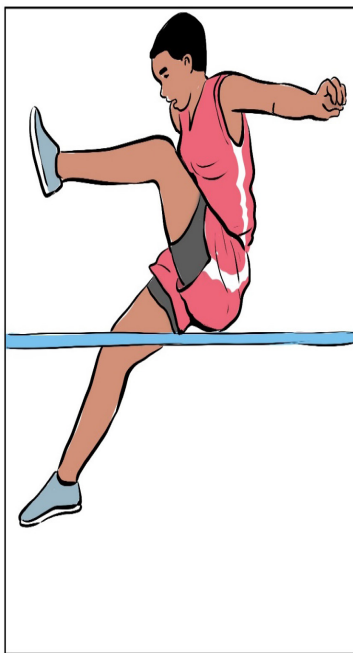


Fig 1.10: Scissors technique in high jump

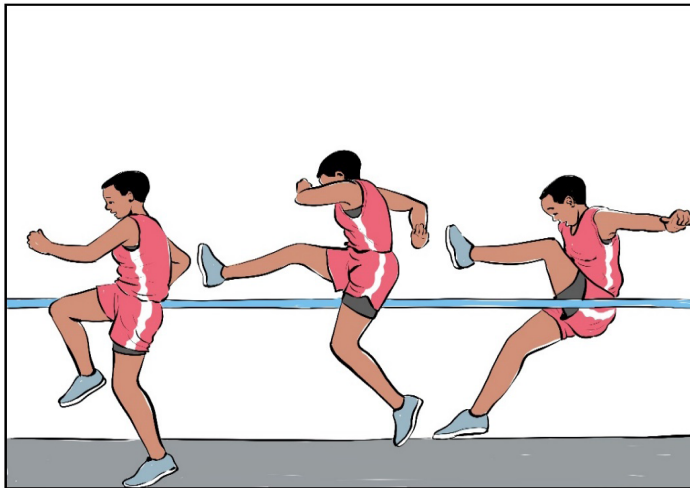


Fig 1.11: Scissors technique in high jump

Belly roll technique

On a line drawn on the ground, students will make three strides in walking and then in gradual acceleration, jump in making a half turn in landing:

- On his/her free leg and steady leg.
- On his/her free leg and opening the knee of the impulse leg.
- To do the same exercise in crossing a rope placed at 40 to 50 cm from the ground.

Remind students:

- That the angle made by the runway and the bar is more or less open (20° to 50°).
- To throw the attack leg and attack over the crossbar.
- To roll around the crossbar with the same leg and the trunk, to return the hip and attack leg.
- To gradually raise the knee high of the attack leg pointed up.
- To completely push on the impulse leg for a total extension.
- To place the free hip as high as possible above the impulse leg and at the height of the elastic rope/or the crossbar.
- To place the shoulder above the support of the same leg.
- To topple over the basin by lowering the free leg to the landing area and raising the impulse leg.
- To rotate around the crossbar and dive on the landing area.
- To land on the back.

Tell students that the Belly rolling has some advantages such as:

- The jumper can see the crossbar.
- The impulse is done towards the center of the crossbar.
- The landing is done on the center of the landing area.

Let students perform belly roll jump individually on the jumping area.

FOSBURY flop technique or back roll technique

Tell to the students that unlike other techniques for the crossing the bar, the run-up of the back roll technique comprises a race in a straight line and a race in curved line.

- The part, we must run with straightened bust and increase the speed of the run-up with the long and powerful strides.
- On the curved line of the run-up, the jumper must bow the body axis inside of the curve. It takes between four and five steps.
- The race of the run-up must increase its speed by making powerful strides.
- The last stride is less short than others.

Points to check out while applying back roll jump

- **The impulse**

Remind students that the concept of take-off depends to:

- The pushing by the impulse leg.
- The action of the free leg.
- The lifting of the shoulders and the arms action.

The impulse foot must be actively and quickly put on the ground. It should not be parallel to the edge of the landing area, but the tiptoe is oriented to the opposite side to landing area. The ankle, knee and hip are in extension.

- **The action of the free leg**

To raise quickly the high of the free leg to the horizontal and at the opposite side of the landing area of for allowing a gradual rotation of the pelvis and bust.

- **The arms action**

To raise the shoulders and arms at the height of the jumper head and maintain them in this position. The inside arm will be thrown faster and higher to fix the pelvis and bust (the attack arm firstly pass above the crossbar).

- **Crossing the bar**

- To topple over the pelvis upward and forward, trunk-thigh angle open.
- The legs are dangling and relaxed.

- The legs are extended over the basin.
- The lumbar spine is arched.
- The spine is in extension with motion of the head backward.
- The dodging of the legs by the legs flexion on the trunk and leg extension on the thighs.
- **The landing**
 - Enter the head to the chest and extend the legs.
 - To land on the back keeping the knees opened and avoiding any rotation back.

Let students perform back roll jump individually on the jumping area.

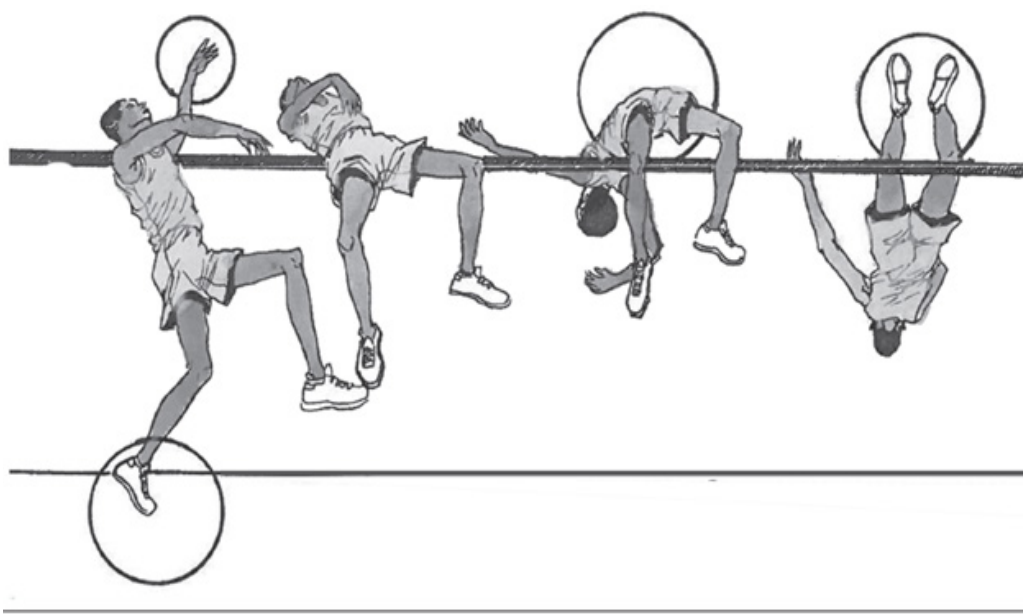


Fig 1.12: FOSBURY flop technique or back roll technique

APPLICATION ACTIVITY

With different height, individually students perform scissors , belly roll and back roll techniques.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**

- Which challenges did you face during the execution of the high jump exercises? Why?
- What style of the three high jumping technique is the best to use in competition? Why?
- What went well during the performance of the high jump? Why?

- **Connect**

- What conditions are necessary for a high jumper to have the best performance?

- **Apply**

- How are you going to use jumps in your daily life?
- How will you do to make better your performance in high jump after this session?

1.6. Summary of the unit

- **Long Jump**

Long jumpers sprint along a narrow track toward a line, which the athlete cannot step over. Good long jumpers can time their runs with precision and step as close to the back edge of the line without going over as they jump and propel themselves forward into a sandbox.

- **Triple Jump**

Much like the long jump, the triple jump begins along a narrow track. The athlete must sprint toward three designated zones that are marked by lines before jumping for distance. The jumper must touch down with one foot in each zone before launching for distance into the sandbox. The jumping sequence is referred to as the hop, step and jump phase.

- **High Jump**

The high jump requires athletes to run and jump over a raised bar. High jumping techniques can vary but typically involve the belly roll, the Fosbury Flop or back roll and the simple scissor.

1.7. Additional information for teachers

General methodological steps for teaching and learning long jumps Step 1

- Students must be familiar with the approach run especial with the last two strides and the maximum number of strides everyone needs to take before the take-off.
- Everyone will have to mark his/her starting point, which must not be the same for every student.
- Deciding which foot they will take-off (dominant foot) requires many repetitions in order to get familiar with it. In this regards as a teacher you need to offer many trials to each student, to help them to recognize and get familiar with their dominant foot (take-off foot) which is very crucial in long jumping technique.

Step 2

The students must have many trails in order to get familiar with the take-off especially mastering the last two-step and the hitting of the take-off board. Here as a teacher put an emphasis on the mastering of the take-off leg and the free leg.

Step 3

Getting familiar with keeping the balance during the flight phase. At this step, they need to master keeping the centre of gravity in the correct position above the legs during the flight.

Step 4

Students need to be familiar with the landing technique. Emphasis must be put in teaching how not to fall back and touch behind the original mark made by the feet. Here students need to do many repetitions.

Except for the exceptions regarding the nature of the jump, and the take-off the wind speed, the long jump regulations apply also to the triple jump.

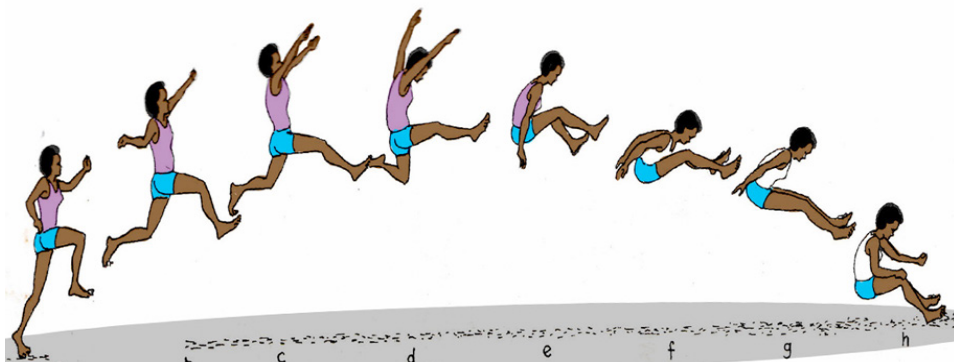


Fig 1.13: Flight and landing for jumps

Rules and regulations for jumps

Long jump regulations

- **Runway**

The minimum length of the runway shall be 40m measured from the relevant take-off line/take-off board to the end of the runway. It shall have a width of 1.22 m.

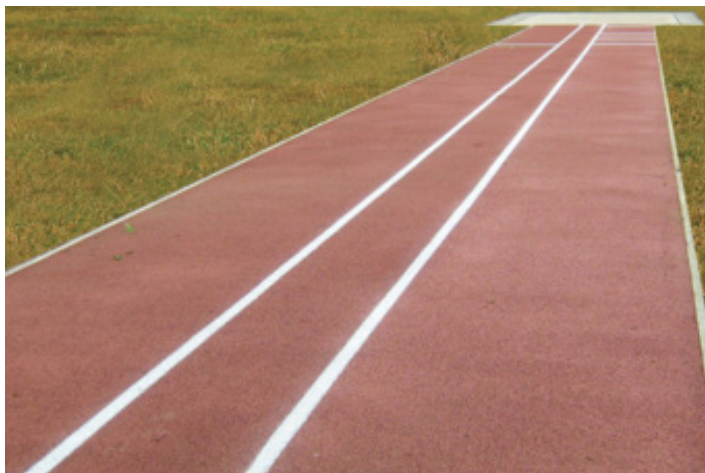


Fig 1.14: Runway for jumps

- **The take-off board**

The take-off board shall measure 1.22 m long, 20 cm wide and 10 cm deep. It shall be placed between 1m and 3m (for long jump) and 11m and 13m (for triple jump) from the nearer end of the landing area.



Fig 1.15: The take-off board

- **The landing area**

The landing area shall have a minimum width of 2.75m and maximum width of 3m. The length shall have a minimum of 7m and a maximum of 9 m.



Fig 1.16: Landing area for jumps / Sand pit

- **Trials**

In field events, except high jump and the pole vault, when there are more than eight athletes, each athlete shall be allowed three trials and the eight athletes with the best valid performances shall be allowed three additional trials.

- **Delay**

If the time allowed elapses once, an athlete has started his/her trial, that trial should not be disallowed. The following time should not normally exceed 1 minute for all events.

- **Ties**

To resolve the tie, the second best performance of the athlete shall be considered. If necessary, the third best. If the remains and concerns first place, the athletes having achieved the same results will compete again in the same order in a new trial until the tie is resolved.

- **Cases of trials annulation**

A trial is failed if the athlete:

- Touches the ground beyond the take-off line with any part of his/her body, whether running up without jumping or in the act of jumping.
- Takes off from outside either end of the board, whether beyond or before the extension of the take-off line.
- Touches the ground between the take-off line and the landing area.
- Employ any form of somersaulting while running up or in the act of jumping.
- In the course of landing, he/she touches the ground outside the pit closer to the take-off line than the nearest break made in sand.

- In leaving the landing area, his/her first contact with the ground outside the landing area is closer to the take-off line than the nearest break made in the sand on landing.
- Does not respect the order of the triple jump that consists of a hop, a step and a jump.
- **Measures**

All jumps shall be measured from the nearest break in the landing area made by any part of the body to the take-off or the take-off extended. The measurement shall be taken perpendicular to the take-off line of its extension. Distance is measured by the part of the body that contacts the pit closest to the take-off line; not the first part of the body that hits the sand. In other words, if the feet hit first, in front of the body, then the hand touches the pit behind the body, the distance will be marked at the point the hand hits. No matter which flight style is used, one must be sure to land feet first, with the feet stretched as far in front of the body as possible without any other part of the body touching the pit behind the original mark.



Fig 1.17: A tape for measuring jumps

High jump regulations

- **Competing order**

The athletes shall compete in order drawn by a lot. If there is a qualifying order round, there shall be a fresh drawing of lot for the final.

- **Trials**

Each athlete shall be allowed three trials at each height.

- **Delay**

The time should not exceed normally 1 minute for starting jumping process.

- **Cases of trial annulation**

A trial is failed if:

- The athlete does not take off from one foot.
- After the jump, the bar does not remain on the supports because of the action of an athlete while jumping.
- The athlete touches the ground including the landing area beyond the plane of the nearer edge of the uprights (between or outside them).

- **Measurement**

All measurements shall be made perpendicularly from the ground to the lowest part of the upper side of the bar and shall be measured in whole centimeters.

- **Ties**

In case athletes tied, the following regulations should be applied:

- The athlete with the lowest number of jumps at the height at which the tie occurs shall be awarded the higher place.
- If the tie remains, the athlete with the lowest total of failures throughout the completion up to and including the height last cleared shall be awarded the higher place.
- If the tie still remains and concerns the first place, the athletes tying have one more jump at the lowest height at which any of those involved in the tie have lost their right to continue jumping, and if no decision is reached, the bar shall be raised or lowered of 2 cm and so on.
- If it concerns any other place, the athletes shall be awarded the same place in the competition.

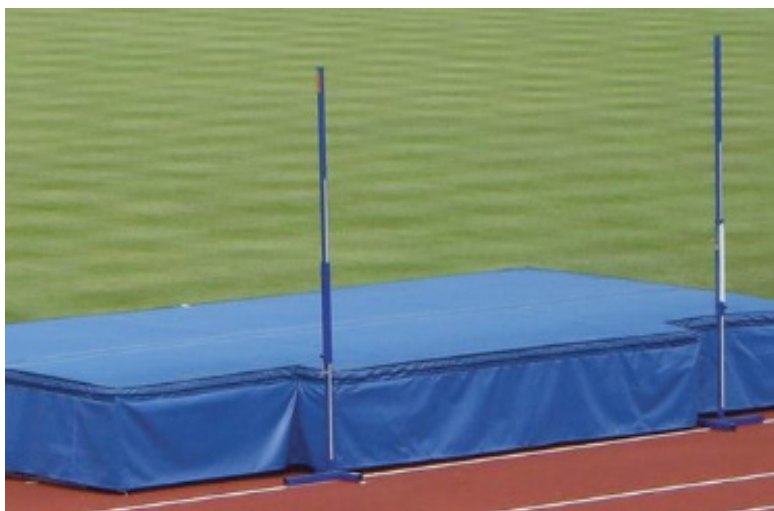


Fig 1.18: Landing area for high jump and pole vault

1.8. End unit assessment

- Set long jumps exercises for students and observe the compliance to the correct techniques. Take measurement for three trials for each students.
- Set triple jumps exercises for students and observe the respect of correct technique of triple jump. Take measurement for three trials foreach student.
- Set high jumps exercise for the students and observe that they respect the correct technique of executing high jumps. Take measurement for three trials for each student.
- Give feedback for each student based on his/her performance.

1.9. Additional activities

1.9.1. Remedial activities

Students perform long jump individually by respecting different steps of long jump.

1.9.2. Extended activities

- With the support of the school, organize a kind of competition of jumping (long, high and triple jump) and let students participate in that competition.
- Request students to participate in different athletics competitions (different jumps) at the school level, sector level, district level and national level.

2.1. Key unit competence:

Perform various individual skills and team tactics needed to play effective football.

2.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior five will learn better football if they have developed basic techniques of playing football in Ordinary Level and in senior four.

2.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of football, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select Football activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate Financial Education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their life. The teacher must explain the financial implication of some sports.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of football.

It is necessary to provide appropriate materials required to the levels of learners and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson by encouraging learners to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment in which they use in sports activities by avoiding waste on the playground.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the football game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

The teacher provides football exercises and sets instructions that prevent sexual harassment or any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting football exercises a teacher should take a time to explain to student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

2.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to tactics used in playing football in order to help them to predict what to be learned in the whole unit.

2.5. List of lessons/sub-heading

| | Lesson title | Objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Playing positions and general offensive and defensive tactics | To master football playing positions and develop general tactics in attack in football. | 1 period |
| 2 | Set pieces used in offensive tactics | To develop offensive tactics during set pieces in football. | 1 period |
| 3 | Defending set pieces using defensive tactics. | To develop defensive tactics during set pieces in football. | 1 period |

| | | | |
|---|---|---|----------|
| 4 | Safe play in short football match to apply the mastered tactics | To apply the learned tactics in game situation with confidence. | 1 period |
| 5 | End unit assessment | To evaluate students' performance. | 1 period |

Lesson 1: Playing positions and general offensive and defensive tactics

a) Learning objectives

The students of senior five will master football playing positions and develop general tactics in attack in football.

b) Teaching resources

- Playground of football
- Stopwatch / Watch
- Whistle
- Chasubles
- Football balls
- Cones
- Movable goalposts (additional goalposts)
- Balls

c) Prerequisites/Revision/Introduction:

Students of senior five will perform better in playing positions and offensive tactics if they can execute basics techniques of playing football learned in ordinary level and senior four and have developed basic physical conditions for an athlete.

d) Learning activities

Opening discussions

- Ask questions about playing positions in football learned in senior four and in ordinary level.
- Let students present their findings.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to use in football and stretch their muscles properly. Emphasize exercises like jogging around the playground progressively, sideways facing to a marked point, sideways back to back to the marked point, forwards and backwards to the marked point, high knees, heel flicks, inside and outside leg lunges, jog and sprints and header at the marked point.

- Guide them while performing warm up and stretching exercises Lesson body
- Ask the students to recall the playing positions in football. Guide them while practicing the exercises.
- Tell students that in football, basic positions are based on each position assigned a number and involve the following positions/roles that correspond to the number assigned to them as follow:

| Position | Name of the position |
|----------|--|
| 1 | Goalkeeper |
| 2 | Right fullback |
| 3 | Left full back |
| 4 | Centre back |
| 5 | Centre back/sweeper |
| 6 | Defending/holding midfielder |
| 7 | Right midfielder/winger |
| 8 | Central midfielder/box to box midfielder |
| 9 | Striker |
| 10 | Attacking midfielder/playmaker |
| 11 | Left midfielder/winger |

Remind students that:

- Every position has a specific task to accomplish which corresponding to its name and its position number even though formations should vary based on the strategy of the coach/teacher /trainer.
- Let students take different positions on the football court individually.

ACTIVITY 1

- Select 11 students to be ready to take any position on the court.
- Tell other students to be attentive in order to check out his/her teammate has taken the right position (goalkeeper, defenders, midfielders, attackers).
- Request one student to take any position of your choice, ask other students to confirm whether the position taken is right or wrong.
- Continue in such ways until all positions finish.

General offensive and defensive tactics

Tell students that even though there are playing posts seem to offensive or defensive, in modern football every player can be offensive or defensive at any time during the game situation based on playing actions.

Explain five attacking principles used in playing football which are:

- Penetration,
- Support,
- Mobility,
- Widening the playground,
- Creativity or improvisation.

Tell student that general principles of attacking during playing football game are:

- All players must help their teammates.
- Everyone participates in attack.
- Everyone participates in defense.
- Remember that defense starts as soon as the ball is lost.

Tell student that main individual tactics for attacking during playing football game are:

- Always try to be in an unmarked position (free).
- Pass and get into position that enable to help a teammate.

Avoid unnecessary confrontations. Remind students that when faced by an opponent while attacking, they should:

- Take the ball to the opposite side from your opponent.
- Shake off your opponent by quick bursts, feints and sudden changes of direction.
- Take the ball to the left and then pass to the right and vice versa.
- Do not carry the ball too far; short and long passes should make progress.
- Use cross-pitch balls to a teammate in a good position.
- Avoid playing down the center in their own half; if the ball is lost, it could be dangerous.
- Do not pass the ball into crowded areas, play it to a teammate who is in free space.
- Always support a teammate who has the ball.
- Run to meet the ball; do not wait for it to come to you.
- Do not let the ball go past without controlling it.
- Do not waste time with fancy footwork.
- Play in a sensible, simple, useful manner.

Remind students that counter attacks may be used while offensive tactics.

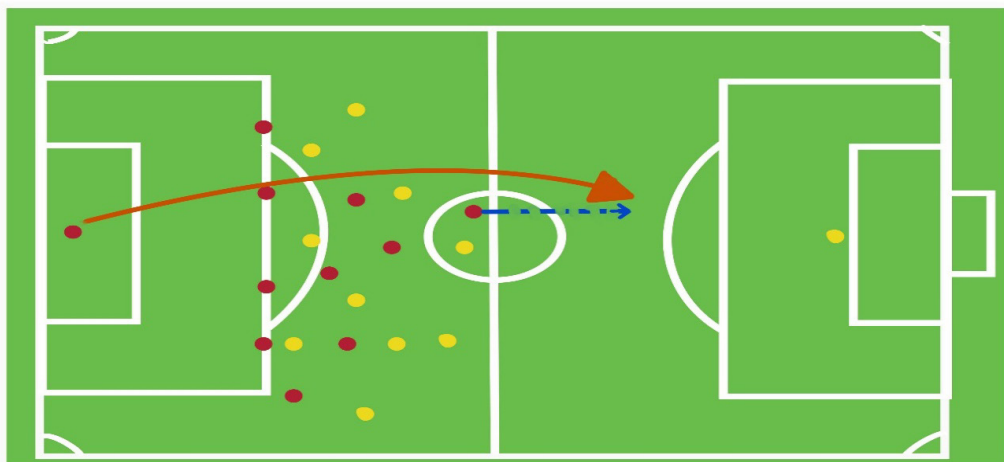


Fig 2.1: Counterattack

ACTIVITY 2

4 vs 2 to 2 vs 2

Activity organization

Play in a total area of 18m x 27m or two areas of 18m x 14m.

Description of the activity

Play starts with a 4 vs 2 possession game. When the two inside players win the ball, they play 2 vs 2 in the other half to try and score. Should the two defenders (black) win the ball, they quickly play the ball back to the original grid, and the two original defenders return to the grid defend.

Variations

- Limit touches to attacking team.
- If waiting defenders (black) allows a goal, they become defenders in the first zone.

Teaching points to consider

- Possession team (red) maintain possession of the ball by offering good support.
- Defending (black) defend as unit. Limit penetrating passes. Once the ball is won, transition quickly try to score.

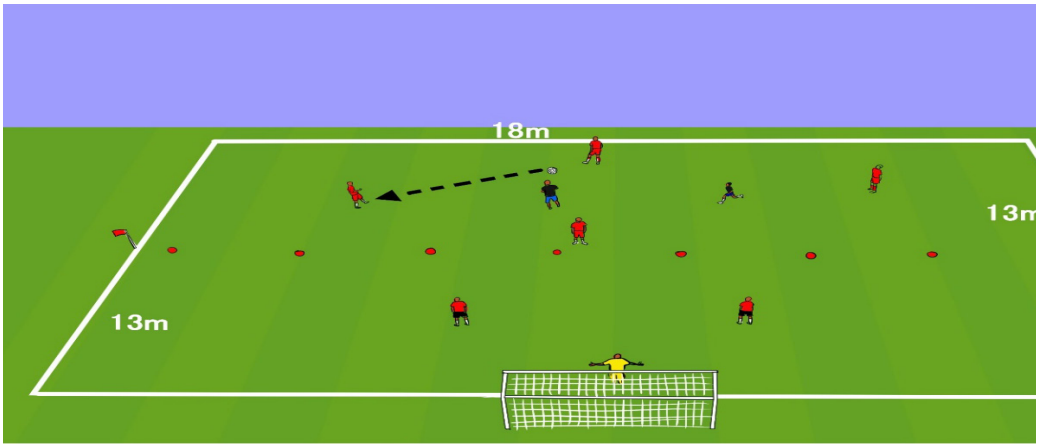


Fig 2.2: 4 vs 2 to 2 vs 2 exercise

ACTIVITY 3

(8 vs 5 to counter goals)

Organization of the activity

7 + Goalkeeper Vs 5 on a field 23 x 45 m.

Description of the activity

White team attacks the goal. Red team plays to the small goals at midfield. Red Team must transition to goal within four touches, and Red team must play two touches to small goals.

Variations

Adjust touch limits to suit age/skills level of the students.

Teaching points to consider

Constant transition and awareness. Defenders become attackers and attackers becoming defenders.

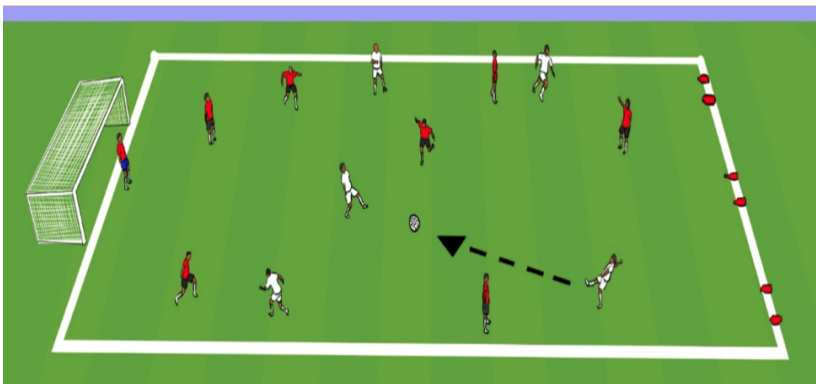


Fig 2.3: Activity (8 vs 5 to counter goals)

ACTIVITY 4

Organization of the activity

Three even numbered teams, two goals with keepers, with the field set up into three zones.

Description of the activity

Team 1 will attack, Team 2 will defend, and Team 3 will wait. Team 1 attacks the goal and if Team 2 wins the ball, they attack team 3. Teams may regroup in the middle zone. If attacking team scores, they maintain possession and attack the third team.

Variations

Attacking team in the middle zone is allowed no time to gain their shape.

Teaching Points to consider

- Possession when the attack is not on.
- When possession is lost, transition into defense.

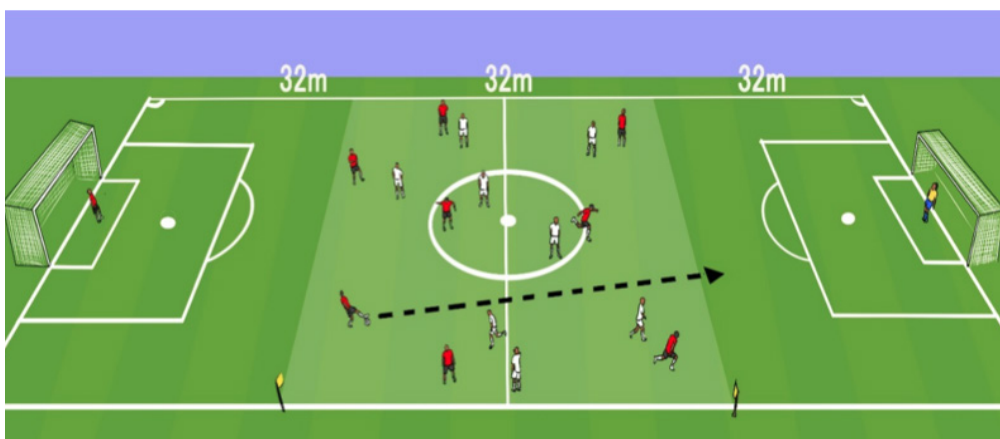


Fig 2.4: Three team transition

Attacking formations in football

- 4-3-3 formation

The most popular attacking formation in football is 4-3-3 and it is used by most of the teams during football matches. Four defenders, three midfielders and three attackers compose it. The 4-3-3 formation is the most used formation during the matches. This is because it is a good attacking formation, which also has a solid back-four defense. The job of the four defenders is to keep it tight, secure at the back, and get the ball forward to the midfielders as quickly as possible.

During a soccer game, the three midfielders (who will play through the center) will look to get the ball to the three front players.

The three attacking players can be used in different ways. For example, you could have three strikers playing close together.

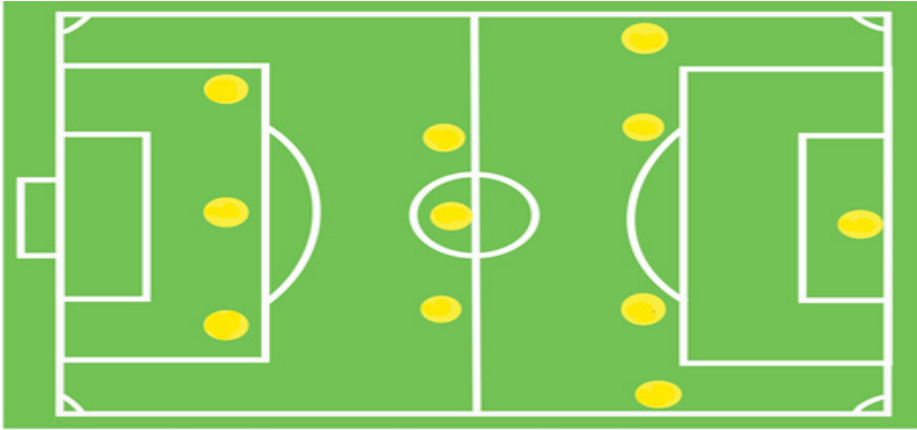


Fig 2.5: 4-3-3 formation

- **3-4-3 formation**

The key to this formation is to ensure your team has three attributes.

They are:

- A. 3 strong central defenders.
- B. 3 competent attacking players.
- C. 2 good wingbacks who can run and intervene in attacking and defending.

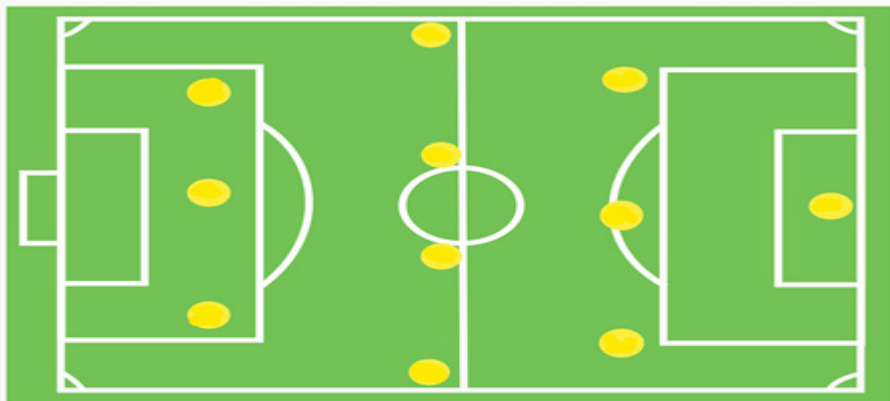


Fig 2.6: 3-4-3 formation

- **4-4-2 formation**

In this attacking system

- 4 stands for 4 defenders.
- 4 stands for 4 midfielders.
- 2 stands for 2 forwards (strikers).

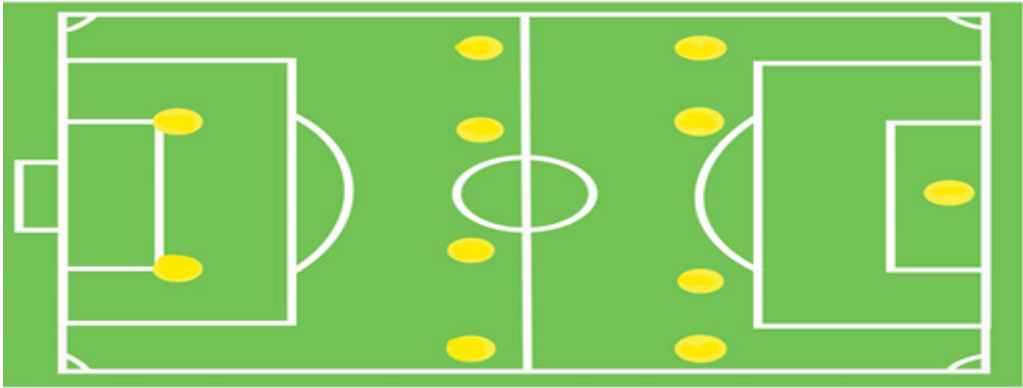


Fig 2.7: 4-4-2 formation

Let students apply formation systems learned in a normal football game.

APPLICATION ACTIVITY

Counter attack

One team for 4 students another for 2 students. Instructions

- Put your students in teams as indicated.
- Allow everyone to have an experience on the exercises.
- Help them to manage well their time.
- If you have many balls you can work in more teams and use the whole pitch divided into parts according to the measures given in instructions.
- Play in a total area of 13m X 18m- two areas of 13mx 15m.

Description of the activity

Play starts with a 4 Vs 2 possession game. When the two inside players win the ball, they play 2 Vs 2 in the other half, to try and score. Should the two defenders win the ball, they quickly play the ball back to the original grid, and the two original defenders return to the grid to defend.

Variations

- Limit touches to attacking team.
- If waiting defenders allows a goal, they become defenders in the first zone.

Teaching points to consider

- Possession team maintains possession of the ball by offering good support.
- Defending team defends as unit. Limit penetrating passes. Once the ball is won, transition quickly try to score.

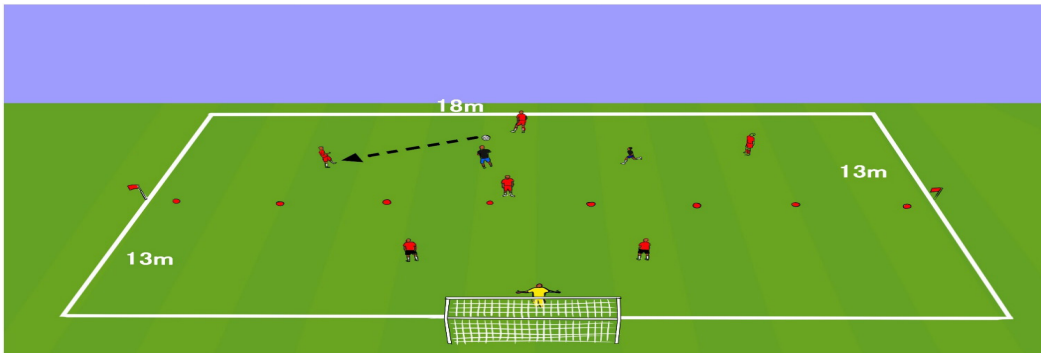


Fig 2.8: Counter attack exercise

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most used parts.

- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Some exercises after this intense workout may include:

- Easy jogging or walking around the playground
- Deep breathing during the exercise to help oxygenate the system
- Static stretching of all the body parts

Closing discussions

• Reflect

- Which challenges did you face while initiating counter attack in football exercises?
- What went well during the workout?

• Connect

- What are the skills do you need in order to play an offensive game tactically?

• Apply

- What is the usefulness of offensive play mind-set in football?
- How will you use the learned offensive tactics in football in next days?

Lesson 2: Set pieces used in offensive tactics

a. Learning objectives

To develop offensive tactics during set pieces in football.

b. Teaching resources

- Playground of football
- Whistle
- Football balls
- Watch/Stopwatch
- Cones
- Balls
- Chasubles
- Additional goalposts

c. Prerequisites/Revision/Introduction:

Students of senior five will learn better offensive tactics in set pieces if they can execute basics techniques of playing football learned in ordinary level and in senior four and have developed basic physical conditions for an athlete. These basic techniques include heading, kicking the ball, blocking, dribbling, and stopping the ball.

d. Learning activities

Opening discussions

- Ask the students the questions about set pieces in football game learned in senior four and in ordinary level.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the body's parts to be used in playing football and stretch their muscles properly. Emphasize exercises like jogging around the playground by increasing the speed after each series, sideways facing to a marked point, sideways back to back to the marked point, forwards and backwards to the marked point, high knees, heel flicks, inside and outside lunges, jog and sprints and header at the marked point.
- Guide them while performing warm up and stretching exercises.

e. Lesson body

Explain to the students set pieces and their importance in playing football game.

• Description of set pieces

Set pieces in football

A set piece is the action of putting the ball back into play when the ball is out of play (the ball is dead). Set pieces involve:

| | | |
|--------------|----------|------------|
| Corner kicks | Throw-in | Penalty |
| Free-kicks | Kick off | Goal kicks |

- **Importance of set pieces in football game**

Set pieces can give to a team an opportunity to score. Some teams are said to be good at set pieces when it comes to be offensive. The other ones are bad in defending against balls from set pieces. A good coach knows how to use these opportunities to create chances to score from set pieces by using different tactical systems. One of the ways of scoring from set pieces is to play very quickly without giving the opponent the time to position well in defense.

ACTIVITY 1

During the practical lesson, help the students to do many repetitions on executing ball from set pieces, the teacher will guide, demonstrate and correct where necessary. You can use videos from youtube.com to illustrate some complicated tactics if you are not able to do demonstrations or to understand.

Free kicks

Explain students that while executing free kicks, they can use two types of free kicks: direct and indirect kick.

| Free kick type | Optimum range | Strong foot side |
|----------------------------|--------------------|--|
| Curl free kick | Short (under 23m) | Right on right side of goal, left on left of the goal. |
| Dipping free kick | Short | Right on right, left on left. |
| Dummy pass free kick | Very Short | Either |
| Driven/under wall freekick | Short | Right on right, left on left. |
| Trivela free kick | Short | Right on left, left on right. |



Fig 2.9: Free kicks

Penalty kick

While teaching tactics of taking a penalty, emphasize that the research has showed that:

- Targeting to the upper third of the goal will maximize the chances to score.
- The kicks to the middle third of the goal will decrease the chances to score
- The kicks to the lower third will decrease the chances to score.

Remind students that:

They must train themselves to kick targeting the upper third of the goal. It is better to remember that from there is also a risk that the ball may be kick out of the goalpost.



Fig 2.10: *Penalty kick*

Corner kick

Explain students that there are four types of corner kick according to the area they are kicked to. In teaching, you will ask the students to try each type and to score from these different balls.

- The back post corner kick.
- The front post corner kick.
- The penalty spot corner kick.
- The short lay-off.



Fig 2.11: *Corner kick*

The kick off

A team can initiate a powerful attack from the kick off. From the kick off you can initiate a counter attack from a long ball, you can retain ball position and attack. A more direct strategy when kicking off is to progress up the pitch straight away in order to threaten the opposition goal or to shift into the opposition half with the whole team.

Application activity

The students form teams according to the personal ability (strengths and weaknesses of the students) and the resources available

Students are asked to:

- Play balls from set pieces.
- Execute the balls in set pieces.
- Create tactical moves in set pieces' balls.
- Create different offensive tactical exercises in set pieces.
- Create scoring opportunities from set pieces' balls.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts. Some exercises after this intense workout may include easy jogging or walking around the playground, deep breathing during the exercise to help oxygenate the system, Static stretching of all the body parts.
- Guide students while stretching their muscles systematically.

Closing discussions

• Reflect

- Which challenges did you face while executing set pieces (free kicks, corner kick, and penalty kick) in football?
- What went well during the workout?

• Connect

- What are the skills do you need in order to score from set pieces during the game tactically?

• Apply

- What is the usefulness of set pieces in football?
- How will you use these learned tactics in football in next days?

Lesson 3: General defensive tactics and defending at set pieces

a. Learning objectives

The students of senior five will develop defensive tactics during setpieces in football.

b. Teaching resources

- Playground of football
- Football balls
- Cones
- Additional goal posts
- Whistle
- Watch/ Stopwatch
- Chasubles
- Balls

c. Prerequisites/Revision/Introduction

Students of senior five will learn better defensive tactics in set pieces if they can execute basics techniques (heading, kicking the ball, blocking, dribbling, and stopping the ball) of playing football learned in senior four and in ordinary level and have developed basic physical conditions for an athlete.

d. Learning activities

Opening discussions

- Ask the students the questions about set pieces in football game learned in senior four and in the previous lesson.
- Introduce the lesson of the day.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most used body's parts in football and stretch their muscles properly. Emphasize exercises like jogging around the playground by increasing the speed after each series, sideways facing to a marked point, sideways back to back to the marked point, forwards and backwards to the marked point, high knees, heel flicks, inside and outside leg lunges, jog and sprint and header at the marked point.
- Guide them while performing warm up and stretching exercises .

e. Lesson body

Explain students that set pieces can give to a team an opportunity to score, but also it can help a defending team to initiate a counter attack if well organized in defense and with good defending tactics.

• Defending a ball from a corner kick

Tell students that tactics of defending a ball from the corner kick to teach to the students are:

- **Man marking defence**

In man marking defence, a player must make sure to be at the right side of him/her and the goal. When you are on the wrong side, it makes it hard to defend and it will be easy for the opponent to score the goal.

Remind students to be sure to communicate with their teammates, to make sure that the right player is marking the right player and no confusion happens.

- **Zonal marking**

In zonal marking defence tactics, during defending the corner kick, all players have their own defensive zone in which they are supposed to defend the ball when it comes to their zone. It is better to position at the edge of the 5.5 m box because that is the most frequent and most dangerous position for an offensive player to head a ball into the goal. **Tell students** never clear a ball to the middle. There will always be an opponent at the edge of the area and you do not want him to get an easy shot on goal. When clearing the ball, play it to the side of the field. It also makes it a lot easier to counter-attack since there will most likely be no opposing players there.

Remind students that most teams use a mix, with more players defending zone than defending the man. Teams do this to try to benefit from both types of marking and concede as fewer goals from corner kicks as possible.

- **Defending a ball from a free kick**

Tell students that the most used and real defending tactic against the balls from free kick is to build the wall.

- **How to build the wall?**

The first player in the wall should position him/herself about eight paces from the ball in a direct line between it and the near post, facing the goal. The remaining players build a wall towards the opposite post. The players follow the first player's lead as the goalkeeper repositions him. The goalkeeper might position this player up correctly based on where the ball is and the side or position he/she wishes to be covered by the wall. If the player standing over the ball is supposed to be in the wall, they should call for a replacement. **Remind students that** the **referee** should have informed everyone that the taker must wait for the whistle, allowing the player to take up his or her position in the wall. If a player that forms part of the wall is substituted, they must tell their replacement what number they are to take in the wall.



Fig 2.12: *The shaded area shows which part of the goal the wall should protect*



Fig 2.14: *A goalkeeper is ready to catch the ball*

The aspects to be taught by the teacher during the practical lesson

- When a free kick is conceded the player who committed the fault must stay nearest the ball to prevent the opponent to play very quickly and allow his/her teammates to position well in defending positions.
- The **goalkeeper** must be sure that the free kick cannot be taken quickly
- Once the goalkeeper is sure that the free kick cannot be taken quickly, he/she calls players to build the wall (in general not exceeding four players).
- Once he/she has positioned the wall, the goalkeeper should position him/herself in the unprotected part of the goal. Make sure he/she knows which part of the goal he/she is defending and where he/she should stand when the kick is taken.

Remind students that defending tactics in other set pieces rather than the corner kick and the free kicks, requires only the ability to read the game and to react quickly according to the opponent actions.

B. General defending tactics in football

Explain students that generally the purpose of defending in football is to regain the possession of the ball once you have lost it and to prevent the opponent to score. Those defending tactics are as follows:

- Man to man making.
- Zone marking.
- Stealing the ball by a block.
- Tackling
- Clearing the ball by a kick or by a header.
- Protecting the ball.
- Committing a tactical foul.

Tell students general defending tactics for a good defender

- Giving no time to react.
- Correct Positioning.
- Patience waiting for mistakes.
- Anticipating their next move.
- Using your body correctly.
- The eyes on the ball and the player.
- Always play to the outside.
- No risking of leaving the ball behind.
- Impose yourself with security.

- Always on your toes.
- Covering the ball.
- Perfect slide tackles.
- Intimidating attackers and prevent them from using their strengths.
- Using your strengths.
- Moving attackers into congested areas.
- Tactical fouls are needed where is necessary.

In details, explain defensive tactics and demonstrate how to apply them on the court.

- **Protecting the ball**

Rules to follow while protecting the ball in football:

- The first rule of protecting the ball is to avoid turning your back on the incoming defender if possible.
- The second rule of protecting the ball is to take control of the situation yourself.
- The third rule of protecting the ball is to be aggressive in holding onto the ball.

Remind students that the basic protecting posture in football:

- Knees bent and bottom down to lower centre of gravity.
- Turn sideways with weight balanced on both feet.
- Arm/elbow of side, which will make contact tucked well in to protect ribs.
- Keep other arm spread out for balance.
- Time the step across so that shoulder aggressively makes contact with opponent, transferring weight to front foot so that back foot is free to pass/control the ball.



Fig 2.15: *Protecting the ball*

TASK / ACTIVITY

In pairs, students perform the following exercise.

- One student has a ball another has the task of stealing the ball.
- If a player with the ball is approaching the stealer, he/she must be in ball protection position.

Teaching point to consider

- Keep head up and be aware of coming stealers.
- Keep the ball from sharks by accelerating into space.

Variation

- Switch roles of students.
- The stealers have four seconds to try to get the ball.

Tackling in football

Tackling is an important skill in football regardless of your playing position. Tackles are used to regain possession of the ball for your team and are sometimes seen as critical particularly in defensive positions when the opponent are in an offensively advantageous position.

Tell students that there are two types of tackles:

- A standing/block tackle as its name implies is one where you remain on your feet.
- The other tackle is when you are off your feet, also known as the sliding tackle.

Explain

students that tackling should be made by:

Front block tackle

- **Position of the ball**

Tell students to ask themselves how far the ball away is. This allows you to assess the timing to stick their foot out and dispossess their opponent by taking the ball away from them with minimal physical contact.

- **Position of their own feet**

Ask them to lead them with their non-primary foot. Their weaker foot will be in front while their primary foot will be behind. This allows them to dispossess the opponent or quickly begin running after them.

- **Position of their body**

Ask them to keep their body low, and always slightly bending their knees, as it will lower their Centre of gravity. This will give them additional balance and allow them to turn the other ways more easily.

- **Lead with the inside of their foot**

This will allow more control and can pull back their foot remind them to pull back the ball to draw a foul from them. This ensures they are not fully committed to a tackle like a toe-poke, and be able to still give chase if they manage to get past them.

Side block tackle

The side block tackle is used when the opponent is in full flight or has managed to move pass them, resulting in themselves no longer facing them directly. They now have to attempt to chase them down and make the tackle from the side.

- **Position of the ball**

Similar to the front block tackle, gauge the distance between the ball, their feet and the speed at which their opponent is travelling to time their tackle.

- **Position of your own feet**

Once they are beside their opponent, they will have to drop their nearest shoulder to them and lean into them to exert pressure.

- **Position of your body**

Keep their body low once again to lower their center of gravity, allowing more stability and strength.

Remind students that during tackling:

It is extremely important to remain on your feet because if you fall down and the ball breaks free, your opponent will regain control of the ball and there is an immediate gap in your team's shape which the opposition team can exploit. The fact that you remain on your feet is the main reason why standing and block tackles are preferred over slide tackles. As with all other techniques in football, always lock your ankle before performing any action. Football injuries can be avoided and keeping ankles locked is one of the best ways to avoid picking up unnecessary injuries.

Let students apply tackling tactics during game play situation.

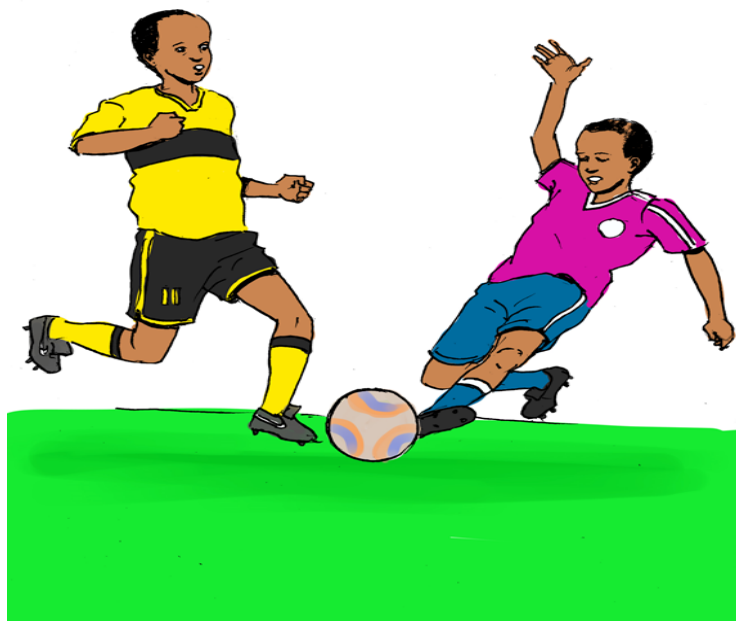


Fig 2.16: Tackling

C. Man to man defence

Man to man, marking simply means that all your teammates are responsible for keeping an eye on a particular opponent.

D. Zonal marking defence

Every midfielder and defender is given a particular zone on the field to cover. It is crucial that each one of your teammates fulfil their duties with 100 % concentration.

Remind students that while defending, they should:

- Always keep between the opponent and your goal.
- Always watch the opponent and the ball.
- Try to counter the opponents' attacking build-up as soon as possible by marking.
- Do not give their opponent space.
- Slow the opponent down when they run with the ball (shutting down).
- Try to get to the ball before the opponent, or otherwise hinder them when they receive the ball.

- Mark the opponent on the side of the ball, in other words the side where he/ she will make the pass.
- When a high ball comes in, jump a moment earlier than the opponent (timing of the ball).
- Do not dribble in their penalty area.
- Avoid cross-pitch passes from the outside to the inside.
- Play on the outside along the touchline.
- If he/she loses the ball, strive to recover it.
- Avoid ineffective tackles; do not throw yourself at an opponent who has the ball.
- Never turn your back on an attacker
- Push the opponent towards the touchline.
- Carefully follow play, even if the ball is far away.
- A good defender never gives up.

APPLICATION ACTIVITY

- Composing teams among the students according to their number and the resources available.
- Setting exercises of different types of defending tactics in football.
- Create different defensive tactical exercises in set pieces.
- Students are asked to execute the balls in set pieces.
- Students are asked to defend balls from set pieces.
- Be familiar with the defensive tactics in set pieces.
- Evaluate individual students. Progress/performance.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts. Some exercises after this intense workout may include easy jogging or walking around the playground, deep breathing during the exercise to help oxygenate the system, static stretching of all the body parts.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**
 - Which challenges did you face while defending a ball from a corner kick/ free kick?
 - What are the qualities of a good defender?

- **Connect**

- What are the skills do you need in order to avoid to concede a goal from set pieces during the game tactically?

- **Apply**

- What is the usefulness of the learned tactics of defending set pieces in football?

Lesson 4: Safe play in short football match to apply themastered tactics

a. Learning objectives

The students will apply the learned tactics in game situation with confidence.

b. Teaching resources

- Playground of football
- Football balls
- Cones
- Goalposts
- Whistle
- Watch/ Stopwatch
- Chasubles

c. Prerequisites/Revision/Introduction:

Students of senior five will perform better safe play in a short football match to apply the mastered tactics if they are able to remember and use learned defending and offensive tactics learned whether in set pieces or during the game situation.

d. Learning activities

Opening discussions

- Ask the students to brainstorm different offensive and defending tactics learned in the previous lesson.
- Introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most used body's parts in football and stretch their muscles properly. Emphasize exercises like jogging around the playground by increasing the speed after each series, sideways facing to a marked point, sideways back to back to the marked point, forwards and backwards to the marked point, high knees, heel flicks, inside and outsideleg lunges, jog and sprint and header at the marked point.
- Randomly one student to lead the stretching and guide him/her where necessary.

e. Lesson body

GAME SITUATION

Teacher avails materials to be used during this safe play including balls (at least 2) chasubles (11 for each team), whistle, watch, chronometer, flags and cards (optional). Request students to form two balanced teams (balance between defenders, attackers and midfielders). Let all students participate in a play as either a court player or substitute. Manage well the time in order to give every student the chance to play. Correct students mistakes where is necessary. Within this game situation students are requested to play by avoiding any unwanted risks or dangers with caution and prudence.

Description of the activity

- Students will play a football game where they will be asked to play a normal game by using offensive tactics (counter attack, penetration, and set pieces) and defensive tactics (tackling, covering/protecting the ball, man to man and zonal marking) learned and they are requested to create more often set pieces' situations so as the teacher can evaluate how they have mastered the tactics of defending and offending in set pieces. Here the teacher will observe how the defending team defends a ball from a corner, a free kick, and how attacking team tries to score from this ball.
- The teacher will observe that the students take good positions during the game and keep good attitudes (emphasis on positioning during set pieces for both defenders and attackers).
- Once attackers loose the ball they become defenders and defenders become attackers (change of game situation).
- The teacher has to take notes of what is going well and what is not going well to help him/her during the final discussion.
- The teacher may give correction immediately during the play when it is necessary.
- The teacher will evaluate individual student progress/performance during the safe play and provide feedback after the game situation.

Cool down exercises

- Let learners students do light exercises and stretch their group of muscles by insisting on most used parts. Some exercises after this intense workout may include easy jogging or walking around the playground, deep breathing during the exercise to help oxygenate the system, static stretching of all the body parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

- **Reflect**
 - Which challenges did you face in applying the mastered tactics in game situation?
 - What went well during the safe play applying the mastered offensive and defending tactics?
- **Connect**
 - What are the skills do you need in order to play safely with confidence and applying correct defending and offensive tactics?
- **Apply**
 - What is the usefulness of the learned tactics in football?

2.6. Summary of the unit

Playing positions and general offensive tactics

In football, there are different formations that are used during the matches, but there is no ideal formation. Adopting a given formation depends on the qualities of your players and that of your opponent. A given system also may depend on the game philosophy of the players and of the coach. In modern football, every player can score a goal and every player can defend. Overall, we can say that the roles of players are summarized as in the playing positions below.

- **Goalkeeper:** The main aim of a goalkeeper is to stop the opposing team from scoring a goal.
- **Defenders:** The defenders are positioned in front of the goalkeeper and their aim is to stop the opposing team from entering into their goal area.
- **Outside fullback/winger back:** They play on the left and right flanks and see that the ball does not pass over them.
- **Central Defenders** (Central back and the sweeper): They are positioned in the center of the field and are supposed to cover the leading goal scorer of the opposition's team.
- **Midfielders** (Central midfielders, defensive midfielders, attacking midfielders, wide midfielders): They are the link between the defenders and attackers. They need to be fit and physically very strong than other players on the field as they are the players who run maximum time of the game all around the field. Their responsibility is to enter the opposing team's area and see that they defend them when the opposing team retains the ball.
- **Forwards/attackers** (Center forwards, second strikers, winger attackers): Their main aim is to score goals or to create an easy situation for their teammates to score a goal.

- **Center Forward:** The most tactful, dangerous and strong player of the game. He/she is also called a striker. Strikers are the leading goal scorers in the game.

Offensive tactics in set pieces

Set pieces refer to a situation when the ball is returned to open play after the ball was dead.

These are corner kick, free kicks; kick off, goal kick, penalty and throw-ins. All these set pieces when they are well used they may result into a powerful goal scoring opportunities.

General defensive tactics and defending at set pieces

In set pieces there, some positions to take in defense in order to avoid conceding a goal from set pieces' ball. Some of tactics involve man mark and zone marking, tackling, building a wall, blocking etc.

Safe play in short football match to apply the mastered tactics

After studying different tactics of defending and attacking, the students can now apply in game situations the learned tactics whether in defense or in attack by using individual and team tactics in order to win the game.

2.7. Additional information for teachers

Terminologies used in offensive tactics in football

- **Tactics**

Those are plans, which are set up for a specific purpose during a match. Essentially, the tactics in football involves dropping deep, allowing the opposition to have the ball and come forward with it, committing players forward and leaving gaps in behind as they go. The aim is to take the ball off the opposition, exploiting the space left to attack and score.

Applying different tactics in football needs some important skills to master which include ball control, passing, dribbling, shooting and defending.

Tactical awareness is the ability to know your role and have positional awareness on the field, and possessing the ability to make good decisions.

- **Counter attacking**

Series of actions involves a team withdrawing players into their own half but ensuring that one or two players are committed to the attack. The idea is to try to get strikers isolated from the defenders by remaining hidden on the halfwayline, and to create space for a quick break.

- **Game intelligence**

A player's ability to make smart decisions on the pitch and make them quickly. Game intelligence requires three skills: spatial awareness (ability to see space clearly across the entire pitch and utilize it to his/her advantage), tactical knowledge (knowledge of the nature and structure of the game) and the risk assessment (having in mind that certain aggressive decisions could lead to loss of ball possession).

- **Creating free spaces**

When an attacker beats one defender or more defenders, it gives him/her and teammates a free space to play and create chances to score.

- **Individual tactics**

Those are simple principles that a player learns in order to make the best decisions during a particular passage of play.

- **Plan of a football training sessions**

As teacher of physical education and sports subject, the first thing to teach your students is to know how to plan a football training session.

Have in mind that *failing to plan is planning to fail*. One and important thing in teaching physical education and sport subject is to *plan practice in writing*.

- **Factors to consider in planning football training sessions:**

- | | |
|----------------------------------|------------------------|
| - Capabilities of the players | - Include on the Plan |
| - Number of players | - Topic |
| - Length of the training session | - Age group |
| - Field space available | - Training equipment |
| - Weather conditions | - Activity description |
| - Objective of each activity | - Activity diagram |
| - Approximate time per activity | - Key coaching points |
| - Weekly cycle | - Guided discovery |

- **Guidelines for the length of a training session based on age:**

- | | |
|---------------------------------|----------------------------------|
| - U6 = 45 minutes | - U14 = 75 to 90 minutes |
| - U8 = 45 to 60 minutes | - U16 = 90 minutes |
| - U10 = 60 to 75 minutes | - U19 = 90 to 120 minutes |
| - U12 = 75 minutes | |

- **Key activities to plan for in advance some of them must be shown in the steps of your lesson plan:**
 - Define learning objectives
 - Organize materials to use
 - Plan demonstrations
 - Focus on timing
 - Cooling down exercises
 - Warm up drills
 - Stretching drills
 - Techniques and tactics to teach
 - Include evaluation

2.8. End unit assessment

- Set different exercises that help you to evaluate how the students apply playing positions and general offensive tactics.
- Set different exercises that help you to evaluate how the students apply offensive tactics in set pieces.
- Set exercises on general defensive tactics and defending at set pieces and evaluate individual student performance.
- Organize a competition and evaluate how the students are playing respecting the learned tactics during the game situation.

2.9. Additional activities

2.9.1. Remedial activities

The students form teams according to their abilities and based on the resources available. Students are asked to:

- Play balls from set pieces.
- Execute the balls in set pieces.
- Create scoring opportunities from set pieces' balls.

2.9.2. Consolidation activities

Form two teams of 11 players including goalkeepers and let play a normal game by taking learned position. In case students are above 22, create more than two teams to let all students to participate in the game. This exercise should be done not more than 10 minutes. Select a student who is able to lead the game and be there to support him/her and giving instructions, reminders or orientations to the students while performing an activity.

2.9.3. Extended activities

Organization of the activity

4 + 4 vs 4 + 4 with two goalkeepers in 30 x 22m area

Description of the activity

Fast paced 4 Vs 4 game utilizing four neutrals on the outside of the playing field

Variations

- Inside Players, two touch limit.
- Outside Players one touch limit.
- After winning the ball, must playing an outside player before scoring.

Teaching Points to consider

- Shooting technique.
- Following up shots.
- Constant transition and awareness. Defenders become attackers and attackers becoming defenders.

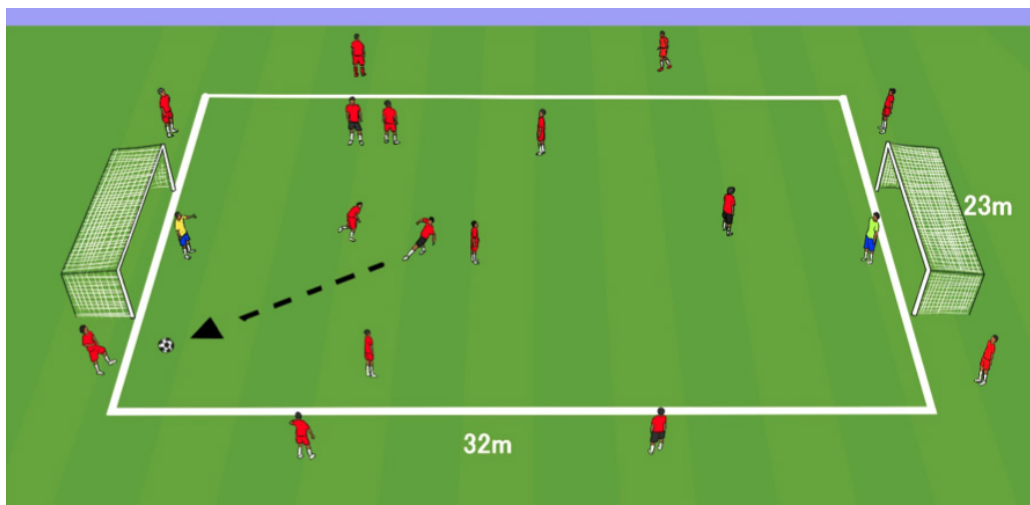


Fig 2.17: 4 + 4 vs 4 + 4 with two goalkeepers

3.1. Key unit competence:

Perform basic volleyball tactics.

3.2. Prerequisite (knowledge, skills, attitudes and values)

Learners Students of senior five will perform better basic volleyball tactics if they have mastered fundamental volleyball techniques learned in previous years.

3.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of volleyball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate Financial Education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in volleyball game but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of volleyball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson by encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the volleyball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

The teacher provides volleyball activities and sets instructions that prevent sexual harassment or any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting volleyball exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

3.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to volleyball tactics in order to help them to predict what to be learned in the whole unit.

3.5. List of lessons/sub-heading

| | Lesson title | Objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Serving and reception tactics | To master serving and reception tactics in volleyball | 1 period |
| 2 | Setting and spiking tactics | To master setting and spiking tactics in volleyball | 1 period |
| 3 | Tactics of attacking the ball in volleyball | To master the tactics of attacking the ball in volleyball | 1 period |

| | | | |
|---|--|---|----------|
| 4 | Tactics of digging and blocking the ball in volleyball | To master digging and blocking the ball in volleyball | 1 period |
| 5 | End unit assessment | To evaluate students' performance | 1 period |

Lesson 1: Serving and reception tactics

a. Learning objectives

To master serving and reception tactics in volleyball.

b. Teaching resources

- Volleyball court
- Net
- Stopwatch/watch
- Antenna
- Whistle
- Balls

c. Prerequisites/Revision/Introduction:

Students of senior five will perform better serving and reception tactics in they have mastered the techniques of reception and serving learned in Ordinary Level and Senior four.

d. Learning activities

Opening discussions

- Ask the students to brainstorm the correct techniques of making good service and a good reception.
- Let students present their finding and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up and stretch their muscles properly. Let students use the following exercises:
 - High knees exercises.
 - High knees laterally exercises.
 - Toes in, toes out exercises.
 - Volleyball shuffles exercises.
 - High skips exercises.

e. Lesson bodyService tactics

Explain students that to choose the type of service depend on the difficult of that pass in order to be received or passed by the opponent. State types of services used in volleyball, demonstrate how to perform them and let students apply individually.

- **Tactics of floater service**

Tell students that to perform a good floater service tactically they do the following:

- To make contact in front of their body with their hand by hitting behind the middle of the ball.
- The arm follows through but only partway.
- By hitting directly behind the ball, ensure that there is no spin.

Request them to respect the following steps for floater serve:

- **Starting position**

- Hold the ball in your left palm if you are right handed or right palm if you are left handed.
- Find the air hole in your ball and place the air hole down on your palm (due to air hole is the heaviest part of the ball keeping it at the bottom enables the ability of the ball to float).

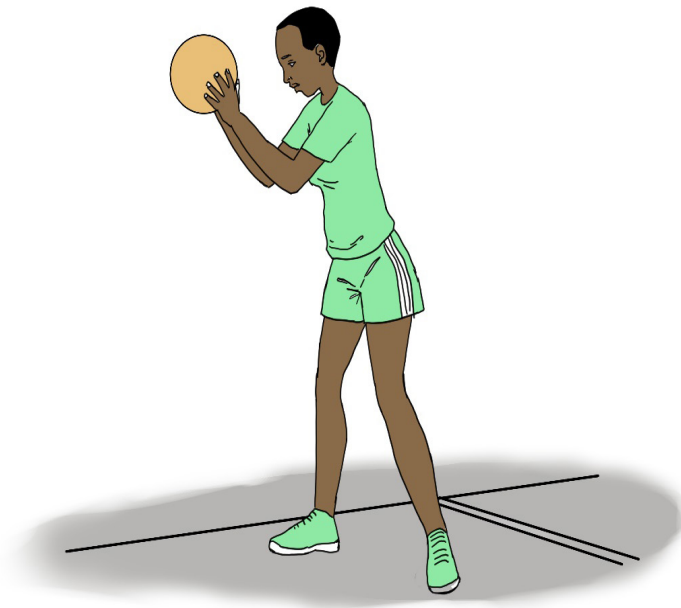


Fig 3.1: Starting position for service

- **Ball contact phase Remind students to:**

- Lock the wrist upon contact.
- Stay tall with limited back bend until the ball is contacted with the open palm.
- You need to hit the ball with a pop (Just a quick and firm contact on the middle of the ball will send it over with no spin and if it catches some air the entire better to float with).
- Have the hitting arm straight and stay high upon to finish.



Fig 3.2: *Ball contact phase*

- **Topspin**

Tell students that to perform a good topspin serve tactically they do the following:

- Take a position for serving.
- To toss the ball a little higher comparing to the tossing while serving the floater serve.
- To step under the toss and strike the ball underneath toward the top of the back in a down and outward motion.
- To keep their arms following all the way through with a wrist snap. The arm follows all the way through with a wrist snap.

- **Jump serve**

- Ask students to take any distance behind the service line.
- Tell them to place the ball in left hand for right handed and right hand for left handed.
- Request them to toss the ball higher in front of them.
- Ask them to accomplish attack approaches: left right left for right handed, right-left-right for light handed.
- Ask them to swing both arms behind them and then forward and up while stepping forward with the left foot for right handed or right foot for left handed and make a quick hop.
- Request them to jump up and forward behind the service line and contact the ball at the top of your reach.
- Remind them to strike the ball with their palm and follow through with their arm swing by aiming outward and downward to put topspin on the ball.

How to choose tactical direction in the opposing court to orient the serve?

Tell students that other tactics in serving are:

- To orient the serve in strategic directions hence all serves that because the setter to move are the best.
- To serve in the front zone of the opponent court. The front zones (2, 3, 4) if you see that the setters are closer to the 3m line than the end line, it is better to serve a fast, flat and deep ball at the shoulders of setters to force them to move backward while passing their teammates.

Remind student that a good service is which one that can cause the setters to be unstable and force them to move or to pass the ball in a not desired side.

- **Reception tactics in volleyball**

- The teacher explains to the students the role of receiving the ball in volleyball.
- Tell the students that in volleyball all players need to be habilitated with the skills or receiving the ball.
- Explain to the students the role of the specialist in defence (reception) used in

Note that:

The libero is a player specialized in defensive skills: The libero must wear a contrasting jersey colour from their teammates and cannot block or attack the ball when it is entirely above net height. When the ball is not in play, the libero can replace any back-row player, without prior notice to the officials. One of the tactics of having good receptions is to use the libero player.

- **For reception**

Teacher reminds student that:

- The positions in reception will depend on the setters' positions near the net, the width of service area, and the ability and speciality of the server.
- Sideways position of reception

Teacher reminds students that:

- In sideways service reception, direction is decided by the positions of setters near the net. The ball could be sent in correct direction if the ball returns automatically to the setter's direction without twisting body or arms ball is sent in the wrong direction if the ball is not sent to setter.

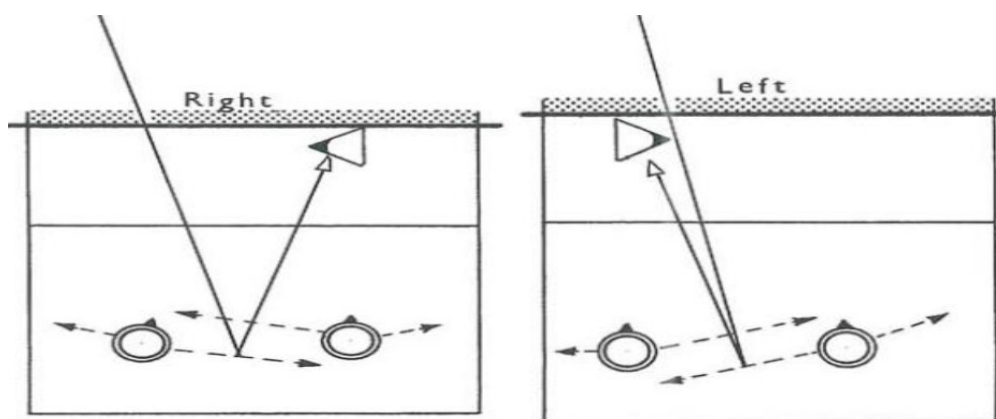


Fig 3.3: Sample of service direction by two students

Let two students move sideways crossing each other according to the setter's position as shown in the picture above.

- **Conditions concerning the width of the service reception area**

In reception tactics, the students are taught to keep their positions within the imaginary lines extending from the server to the back corners of the court. This exercise will help students to know how to protect the whole court and avoiding surprises of the ball falling down in their court.

- **Height of service reception area by the player**

In teaching reception tactics, the teacher tells the front line player that they should not receive a ball served above the shoulder height in standing position; the back line player should receive such a ball. During the teaching exercises, the teacher must see that the students are conscientious with this principle.

- **Service receiver position considering ability and speciality of the server**

In teaching the tactics of reception in volleyball, the teacher must explain that anticipation in volleyball is a fundamental skill. Thus, tell the students that special characteristics of different balls will dictate the proper position to take for easier reception. The students must know the proper position to take for easier reception from deep, fast or slow balls.



Fig 3.4: Ready for reception

- **Deep service**

Tell students that for a deep serve correct positions in reception help to receive the ball easily. This will help to avoid the ball that can surprise you to drop and fall down in your court and making a point for the opponent. For demonstration and application, see the image below.

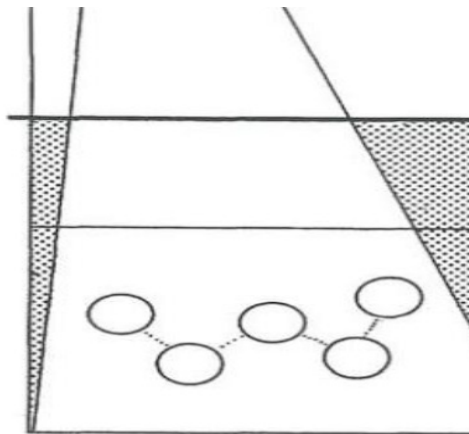


Fig 3.5: Positions of receivers for a deep serve

- **Short or long low slow service**

In receiving a short or long low slow service in volleyball; tell the students that the correct positions to take in defence is to keep the distance between front and back lines and stand far from each other. For demonstration and application, see the image below.

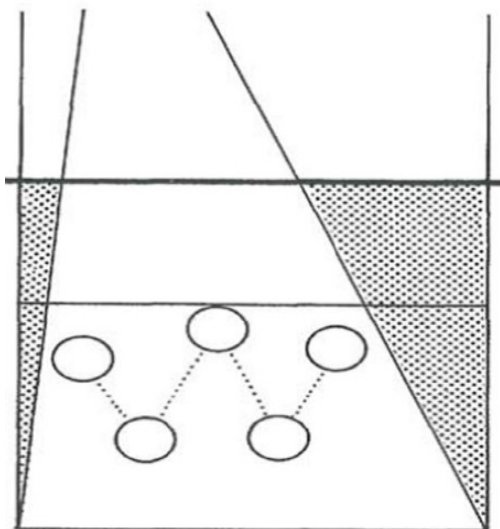


Fig 3.6: Position for short or long low slow service

Typical examples of in service-reception formations

- **System of W formation**

Explain students that in W formations the players take the W formation in the court using five players in reception. One setter in front line stays near the net for set-ups. The W serve-receive system helps to introduce three attacker systems always after service and attack reception. It is the general formation for reception and for preparation of quick attacks just after the service reception. For demonstration and application, see the image below.

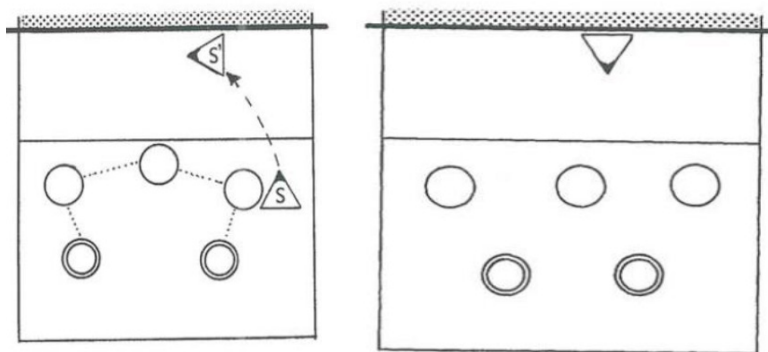


Fig 3.7: W serve-receive system

- **System of M formation**

Explain students that in M serve-receive system of reception, one receiver stays near the net for in case service reception mistakes. This system is used to receive for short and soft serves (M roof formation) as well as for hard and strong serves (M dish formation). The receiver's direction of movement should be decided by the position of the team's setter. For demonstration and application, see the image below.

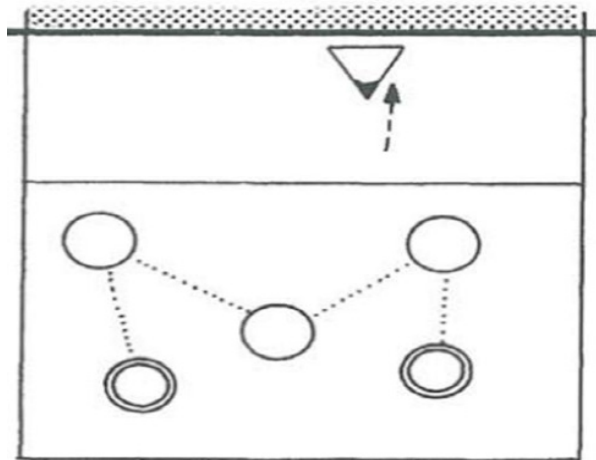


Fig 3.8: System of M formation

- **M roof formation for short and soft serves**

The final variation of M formation is the dish formation used to receive the balls from hard and strong servers. For demonstration and application, see the image below.

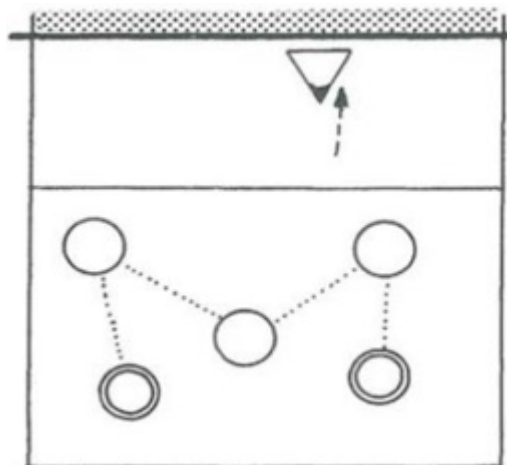


Fig 3.9: M roof formation for short and soft serves

- Put the students in two groups (A&B) of servers and receivers.
- The group of receivers chooses a setter.
- The group of the students on service will stand in a line behind the serving zone and will execute their serves one after another.
- The students composing the group of the receivers must stand in a formation of reception of the ball and be ready to receive and make an attack after serve-reception.
- The teacher tells the time to change the types of serves to the group of servers so they may use various types of serves (jump serve, floater, topspin, severing side-lines, serving in the middle of the court, deep serve, short serves)
- The student in reception must make a good pass to the setter and the setter sets to the hitter in proper position to hit the ball over the net.
- If the ball goes down into the court, the team of receiver is awarded a point.
- If the ball goes out or if the reception is inaccurate, the point is awarded to the group of servers. The total number of points to be scored to win the competition is 10 points and then the groups switch the roles.

Variations:

- Ask the students composing the serving group to change the type of the serve.
- Ask the students of the group receiving the ball to adjust their formation (system of reception according to the types of serve. Help them to be in good positions.

Progression

- Both the groups play like in a game situation where they will be asked to serve-receive and attack.
- See how the students receive the ball from a strong attack. Help them to be in good positions if they fail.
- Always emphasize the correct positions and the correct tactics in reception

Cool down exercises

- Let students do light exercises and stretch their muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**

- Which is the best formation in receiving a jump serve/front line serve and why?
- What do we need to take care of in receiving the ball from the opponent serve?

- **Connect**

- What are the techniques do you need in order to be a good receiver/good server?
- What are the learned techniques in previous years do you need to perform effective reception in volleyball?

- **Apply**

- What importance of learning tactics of reception in volleyball?
- What importance of learning tactics of serving and attacking in volleyball?

Lesson 2: Setting and spiking tactics used in volleyball

a. Learning objectives

The students of senior five will master setting and spiking tactics in volleyball.

b. Teaching resources

- Volleyball court
- Net
- Stopwatch/watch
- Antenna
- Whistle
- Balls

c. Prerequisites/Revision/Introduction:

Students of senior five will perform better setting and spiking tactics in volleyball if they have mastered the techniques of setting and spiking.

d. Learning activities

Opening discussions

- Ask the students to brainstorm the correct techniques of setting and spiking in volleyball.
- Ask the students if they know the tactics of winning a volleyball match. If yes, ask them to list some.
- Introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while performing setting and spiking tactics and stretch their muscles properly.
- Help them to do some of the following exercises: high knees exercises, volleyball shuffles, jumping exercises, and arms swing exercises.

e. Lesson body

A. Setting tactics in volleyball

- Explain students that the set is an overhead pass used to change the direction of the dig and put the ball in a good position for the spike.
- Tell students that type and the quality of the set will depend on the quality or receptions and the quality of the receptions will depend also on the types of attacks from the opponents. The setter must have different tactics to set every ball from the reception.

Types of setting in volleyball game

Explain students that there are different types of setting in volleyball including the following:

- **Four:** a set that goes high to the outside hitter.
- **Two:** a set in the middle of the court at net, usually to the middle hitter.
- **One:** a quick set to the middle player.
- **Three:** quick set half way between the outside and middle player.
- **Five set:** back set to the right side hitter.
- **Ten (setting the pipe):** a set that is set to a back row attacker. The ball is set to be attacked near the 3-metre attack line.

Let students apply it individually/pairs/groups on the volleyball court.



Fig 3.10: setting position

B. Spiking tactics in volleyball

- Explain the students that spiking is when the ball is hit or smashed over the net.
- Tell them that there are different tactical spikes used in volleyball games such as:
 - **Hard driven:** is a hard hit ball that travels forcefully down towards the opponent's court.
 - **Off speed:** is a controlled spike ball placed in an open area of the court.
 - **Standing spike (down ball):** is attacking a ball from a standing position.
 - **Open hand tip:** action of directing the ball with the fingers when attacking in the volleyball game.
 - **Wipe-off attack:** is the action of hitting the ball aiming the outside arm of the blocker in order to have the ball deflected outside the court. Short height attackers against tall blockers mainly use this tactic.

Let students apply it individually/pairs/groups on the volleyball court.



Fig 3.11: Ready to spike

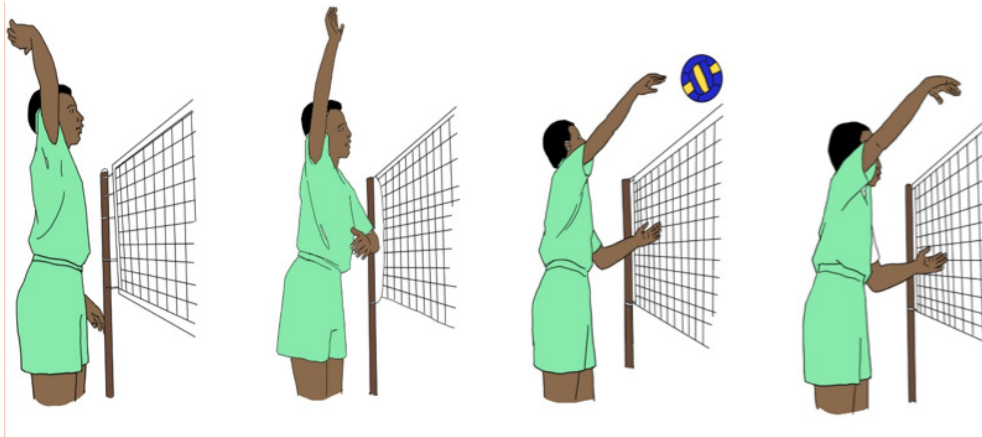


Fig 3.12: Steps of attacking

Offensive tactical plays for a setter and for a hitter

Tell students that offensive tactical plays for a setter and for a hitter areas follow:

- **Outside shoot:** a quick set to the outside hitter.
- **32:** is set half way between the outside and middle. The height of the set is about the same as a two ball.
- **Flare:** when an attacker uses an inside-out path to attack an outside set.
- **Isolation play:** a play designed to use an attacker as a distraction to draw in opposing blockers. This can give a teammate a chance to attack against a single blocker.

Let students apply it individually/pairs/groups on the volleyball court.

Combination plays

Explain students that different combination plays should be used in volleyball game. Some of them are:

- **Tandem:** when one player follows behind the other when attacking. Especially done when the outside hitter approach behind or right next to the middle hitter.
- **Double quick:** when two hitters approach to hit quick sets. A middle hitter approach to hit a front one and a right side hitter approach to hit a back one.
- **X play (cross):** when hitters approach to hit crossing one another's paths. A middle approaching to hit a front one and the right side player coming around to hit a front two.

Let students apply it individually/pairs/groups on the volleyball court.

APPLICATION ACTIVITY 1

Put the students in two groups (A & B) of equal number, each group of students stands in line on its own court. The first group on the left side while the other one stands on the right side of the other part of the court. The students stand behind the serving zone and do the service one after another. The students in the front lines for both the sides hold the ball. After the serve, the student goes to recuperate the ball and stand last in the opposite group.

Variation of activity

- The teacher tells the time to change the type of the serve.
- The teacher adds a group of the student in reception.

APPLICATION ACTIVITY 2

Put the students in two groups (A & B) of equal number, each group of students stands in line on its own court. The first group on the left side while the other one stands on the right side of the other part of the court. Each group chose a setter and the setter stands near the net. The students in the front of the line hold the balls. The student in front throws the ball to the setter, who in return makes a set to be hit by the thrower of the ball. After the attack, the student goes to recuperate the ball and stands behind in line on the opposite court. The students will do the exercises in this way one after another for the two groups.

Variation of the activity

The setter will use in progressive way different sets as follows: one, two, three, four and ten. The teacher tells the time to change the type of sets.

After every student has practice, switch the sides and the setters.

APPLICATION ACTIVITY 3

In the same group and the same sequences of events as in activity 1, the students will practice different spiking tactics. The teacher tells the time to change the type of spiking according to the students' progress. In activity number, two choose a group of blockers at each side to help to apply tactics like a tandem, a double quick, a line attack etc.

Variation of the activity

Add a group of blocker to disturb attackers. Starts the ball with the setter, the setter tosses the ball from his/her hands to the student in front line who passes the ball back to the setter (with a good reception) The setter then sets the ball while the passer moves to hitting position.

Variation for activities 2 and 3

Chose three students for each group: the setter, the passer and the other one to recuperate the balls. The student in charge of recuperation of the ball recuperates it and the students rotate, the passer, hitter, taking the setter's position, the setter going in recuperation of the ball, and the student in recuperation of the ball rotating to the pass-hit position. The rotation continues for five minutes before switching sides, to work on the right side of the court (Group A switch the side with group B).

Cool down exercises

- Let students do light exercises and stretch their muscles by insisting on most used parts.
- Randomly, one of students leads cool down exercises.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**
 - Which challenges did you face during the execution of different setting/
spiking tactics?
 - What went well during the workout?
 - What to correct in next sessions?
- **Connect**
 - What are the techniques do you need to make good sets?
 - What are the techniques do you need to perform effective spikes?
- **Apply**
 - What is the importance of learning tactics of setting and spiking in
volleyball?

Lesson 3: Tactics of attacking the ball in volleyball

a. Learning objectives

The students of senior five will master the tactics of attacking the ball in volleyball.

b. Teaching resources

- Volleyball court
- Stopwatch/watch
- Whistle
- Net
- Antenna
- Balls

c. Prerequisites/Revision/Introduction:

Students of senior five will perform better tactics of attacking the ball in volleyball if they have mastered the techniques of attacking the ball learned in Ordinary Level and Senior Four.

Learning activities Opening discussions

- Ask the students to brainstorm the correct techniques of attacking the ball in volleyball.
- Introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while performing tactics of receptioning volleyball and stretch their muscles properly.

Help students to use some of the following exercises: high knees exercises, volleyball shuffles, jumping exercises, arms swing exercises, bending knees exercises, crossover, forward and backward movement exercises.

d. Lesson body

Tell students that tactics in attack vary from the attacking angle, the hitting force and the direction of the shot. Briefly describe types of attack and demonstrate or used a skilled students and let students apply it individually.

The following ways should be used while attacking in volleyball:

- **Back row attack hit:** when the row player attacks the ball by jumping from beyond the attack line.
- **Cross-court shot:** An individual attack directed across the net at an angle from one side to the other side. E.g.: from the left side to the right side and vice versa.

- **Line shot:** when the ball is attacked down on an opponent's side-line. The ball is usually hit down the line just outside the outside blocker or over the top of the outside blocker.
- **Off-speed hit/ tip ball attack (soft spike):** The ball is spiked with less force. It helps to place the ball where you want and/or keep the ball in play.
- **A cut shot:** a spike that is hit from the hitter's strong side and travels at a sharp angle across the net. A cut shot is like a cross-court hit except that the ball is hit at a much sharper angle. Cut shots are also a much softer hitball.

Remind students the steps of attack in volleyball as follow:

- **Step one the approach:**

To position their body in the air ready to hit.

- **Step two the take-off phase:**

To use energy that is more elastic they can utilize for exploding high especially for the last two steps of approach.

- **Step three the mid-air contact:**

To get positioned with their arm stretched upward then contact the ball at your highest point in the jump.

- **Step four the landing:**

Cushion their landing by landing on the balls of their feet with their knees bent.

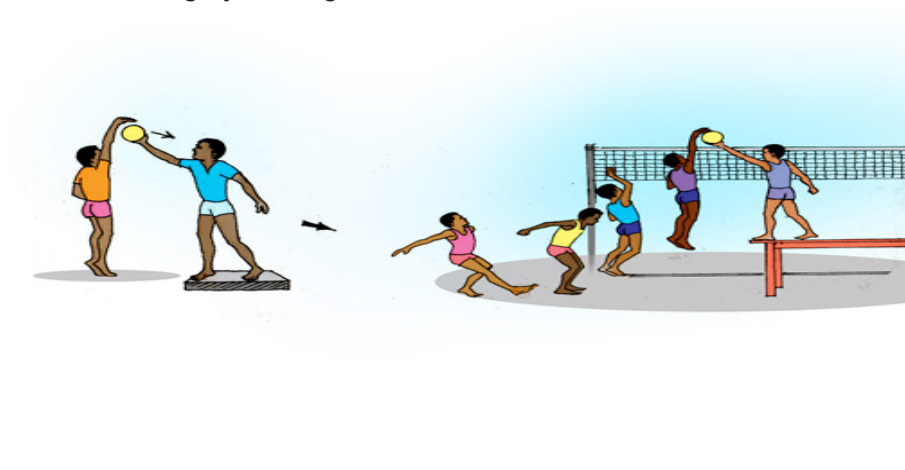


Fig 3.13: *Attacking the ball*

APPLICATION ACTIVITY

Form groups of six students. Let two groups play the normal volleyball game. Request them to use attack tactics learned. Change groups after 5 minutes of playing. The winner is the team, which finish 5 min with high score

Cool down exercises

- Let students do light exercises and stretch their muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**
 - Which challenges did you face during the execution of the attack?
 - Explain different steps used while performing an attack in volleyball.
- **Connect**
 - What are the learned techniques in previous years do you need to be good at attacking in volleyball?
- **Apply**
 - What importance of learning tactics of attacking in volleyball?

Lesson 4: Tactics of digging and blocking

a. Learning objectives

After this lesson, the students of senior five will master tactics of digging and blocking in volleyball.

b. Teaching resources

- Volleyball court
- Net
- Stopwatch/Watch
- Antenna
- Whistle
- Balls

c. Prerequisites/Revision/Introduction

Students of senior five will learn better tactics of digging and blocking in volleyball if they have mastered the techniques of digging and blocking the ball in volleyball.

d. Learning activities

Opening discussions

- Ask the students to recall techniques of blocking in volleyball as they have learned in year one.
- Introduce the lesson of the day.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while performing techniques and stretch their muscles properly.

e. Lesson body

• Digging in volleyball

Explain students that during defending the opponent's attack, digging is one of the defensive tactics to use when the block has failed to stop strong spikes. Demonstrate how to apply it and let students perform digging during game situation.

Tell students that executing digging tactic follows the following steps:

Step 1: *Set up around the block.*

Step 2: *Read the hitter.*

Step 3: *Dig to the target.*

Remind students that while executing digging:

- Teammates usually decide ahead of time how they are going to defend a hitter.
- The blockers need to communicate with the defense about who is blocking what (line or angle) and where on the court the defense is going to be positioned.

Tell students that there are several ways to get the ball through diggings such as:

- Sprinting
- Sprawling
- Jumping
- Taking quick steps
- Falling
- Rolling
- Diving
- Falling

• Pancake tactic

A pancake tactic is especially used when a defensive player wishes to play the ball, which is falling to the floor but is far away.

Remind students to respect the following while performing pancake:

- Take a few steps and dive as far as you can through the air.
- Slide your hand firmly on the ground.

Requirement for pancake

Tell students that to perform a good pancake they should do the following:

- Anticipate and move to the ball.

- Get their forearms under the ball.
- Lean into the ball as they make contact.
- Dig the ball at the midline of their body if you can.
- Extend their arms in the direction of the target if they have to reach outside their body.
- **Blocking tactics in volleyball**
 - Teach the students different tactics used in effective blocking in volleyball.
 - Demonstrate and let students apply about footwork of better preparation while blocking

Remind them that anticipation is always a great skill to develop in volleyball, more over in blocking.

- Explain different types of sets and different tactics of block to apply against such sets.
- Identify different sets and then after demonstrate students effective blocking tactics to apply against them.
- For each set, a blocker needs to understand that the hitter is likely going to hit where the set takes them and then anticipate where to put a block.

Each set presents different challenges and opportunities to both the attacker and the blocker. As a blocker, if you are able to recognize the set, combined with your knowledge about the attacker you will be better prepared to block.

- For example, when the set is more inside, the hitter is more likely to hit crosscourt angle. If the set is pushed way outside, the hitter tends to hit more down the line. If the hitter is in trouble, watch out for the tip.

A ball set off the net will be attacked differently than a ball set tight. For example, a hard hit ball coming from off the net will go deeper.



Fig 3.14: Footworks for preparations of blocking

While teaching blocking in volleyball emphasize the following points:

- The better a blocker is at reading the play; the more efficient the team can respond and attack.
- Remember the positioning of the block informs the positioning of the defence/cover players.

Explain to the students that preparation of the block in volleyball require the following steps:

Step 1: Preparing to Block

- Teach anticipation as it is the key for a successful block. This is done by teaching them to scan the court and find the front row attackers.

Tell the students that to prepare effective block they need to:

- **Call out the hitters:** For example, 6 outside, 3 middle, and 5 opposite and guess who the hitters are before the serve.
- **Call out the setter:** Is the setter front row or back row? It is important to know if the setter is front row because if she is, you may have to help with blocking her.

Step 2: Penetrating the Net (blocking is counter attacking)

The students must be taught that to be successful in blocking in volleyball, they had better learn to penetrate above the net into the opponent's space. Penetrating the net is considered the most important part to blocking.

Step 3: Blocking tactics

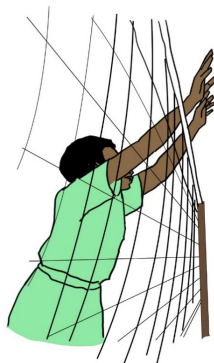


Fig 3.15: Blocking

After teaching anticipation and penetration, the teacher needs to teach proper tactics of blocking against different hitters. *Some guidelines are given below (you may enrich them by doing your own research).*

- **Blocking tactic 1: Front the hitter**

Most people will hit the ball in the direction it takes them. Front the Hitter means get in front of the hitter in the direction the hitter is facing. The blocker could focus on lining up with the outside hand on the ball.

- **Blocking tactic 2: Give and take-away shots**

Blockers need to be skilled at giving and taking away shots. If a player is known to have a great line hit, the blockers can take-away line. Every team needs to have a block and defence strategy.

- **Blocking tactic 3: Knowing blocking strategy and hide it**

If the strategy is to block line, do not show it early. Wait and block line late.

Remind your students that:

- They do not want to give away their team strategy.
- If they wait and show the block late, their opponent will often make a mistake and play right into their hands.
- Having a strategy for blocking in volleyball does not guarantee that they will win, but it can help their team by having a plan of what to do.

- **Blocking tactic 4: Read and anticipate the opponent**

Most setters have a setting technique that is consistent. For example, many setters take the ball more out in front of their body when they set outside versus setting back. Watching for cues like these will help you to get a read on where the ball will be set. This is important because the better you are at reading the setter, the easier it will be to get in good position to block.

- **Blocking tactic 5: Tips for blocking middle**

Your first responsibility as a middle blocker is to find the middle hitter and know what they are doing. Once you have identified what play the middle is likely running, look at the setter and try to figure out what they are doing.

For clues, watch the setter's hands. Look at hand position and where the ball is going to contact the hands.

- If the setter is positioned more behind the ball, look for an outside set.
- If the position is more neutral, watch for middle or back.
- If the setter drops an arm, watch for the dump.

This all happens fast. You do not want tunnel vision. You want be able to see both the hitter and setter. Watch, anticipate and react. Once the ball has left the setters hands, you do not need to watch the ball anymore.

- **Blocking tactic 6: The hitter goes where the ball goes.**

Teach the students to recognize where the ball is set and to watch the hitter by:

- Watching the pass.
- Watching where the ball goes.
- Finding the setter.
- Finding the middle and figure out what pattern they are running.
- Finding the setter again.
- Finding the hitter after the ball is released from the setter.
- Choose the group of hitters and setters and the group of the students to dig the balls from the hitters.
- Make sure the hitters have accurate hit in the way you want.
- Use the two sides of the court and for each side must have a ball feeder to avoid wastage of the time.
- Put the students in-group of digging and after a while switch the roles.

Progress

- Place the hitters on a stand to increase the accuracy of the balls.

Teaching points to observe

- Learning to dig the ball in front of their body.
- Learning to dig the ball on the side of their body.
- Learning to dig the ball above their head (overhead dig).
- Learning to dig extremely hard driven ball.
- Learning to defend a tip/roll shot.
- Learning to roll/learning to dive.
- Organize the students in two groups (A & B)
- The hitters and the setter compose group 1 and the other group will be composed of blockers.
- Two students, the hitter and the setter compose the group of hitters.
- Other students queue in line so as to that they may have the place to play one after another.
- The students tosses the ball to the setter who set the ball in a position indicated by the teacher.
- The blockers have to block according to the instructions given by the teacher
- After 5 minutes, the groups switch the roles.

Progression

- Start with a single block until to a block of three blockers.
- Start with small spikes to strong spikes.
- Changes the types of spikes and the hitting angles.
- You may choose to use the hitter placed on a stand in order to be able to hit the ball easier and in the way, you want it to be.

Teaching points to focus on

- The timing and the decision making ability.
- The footwork and the agility.
- Use a game situation and let the students apply correct tactics of digging and correct tactics of blocking.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

• Reflect

- What are the different ways of doing a dig in volleyball?
- What is needed for effective block in volleyball?
- There are different blocking tactics in volleyball according to where the ball is set; what are they?

• Connect

- What are the techniques do you need to be good at digging?
- What are the learned techniques in previous years do you need to be good at blocking in volleyball?

• Apply

- What importance of learning tactics of digging and blocking in volleyball?

3.6. Summary of the unit

Serving and attacking tactics in volleyball

• Types of services

Serving is one of many ways you can make points if it is done tactically. In general, a good serve one that is complicated to pass or to receive. In addition, a tactical serve is that one which causes the setter to move and put him/her in uncomfortable position to set.

- **Jump serve**

The jump serve is more advanced and utilizes an even higher toss that should be several high in front of the server. It uses more of an attack approach, jumping and striking the ball with the heel of the hand while in the air. With this serve, the wrist remains firm, then you hold (stop) your palm in position facing the target.

The extra motion of jumping allows putting even more power on the ball, making this cause a serve to be difficult to handle. The drawback is that all that extra motion can lead to a higher incidence of serving errors. Most jumps serve have topspin on them, but it is possible to jump and serve a floater.

- **Floater serve**

It does not spin at all. It is referred to as a floater because it moves in extremely unpredictable ways. This makes this service to be difficult in reception and passing. A floater serve catches the air and can move unexpectedly to the right or left, or dropping suddenly.

- **Topspin**

It has a much more predictable movement than the other types of serves. It is very difficult to handle due to its quick speed generated by topspin serve.

Effective attacking in volleyball requires some tactical actions like to be quick in attack (tempo), to orient the ball in a strategic area on the opponent court and to use different types of attack according to the set and the opponent defence.

- **Setting and spiking tactics in volleyball**

Setting and spiking are two techniques, which are interdependent as a good set makes a good spike. There are different types of sets to use as tactics of winning the match according to the opponent's defence and the teammates' skills to hit the ball. A good set also depends on the quality of the reception and sometimes reception can influence the decision of the direction of the set.

- **Tactics of reception of the ball**

For effective receptions, the students should be able to apply tactical formations in defence according to the type of serve. Another important tactic in reception is to use the libero player who is a specialist in defence.

- **Tactics of digging and blocking in volleyball**

Digging and blocking are both tactics of defence, which require the ability to read and interpret accurately the opponent's actions especially the setter position and the probable setting direction.

3.7. Additional information to the teachers

Advantages and disadvantages of volleyball formations used in volleyball

In volleyball, teams must have their players in a specific formation. The players then rotate around the court clockwise whenever the team performs a side-out.

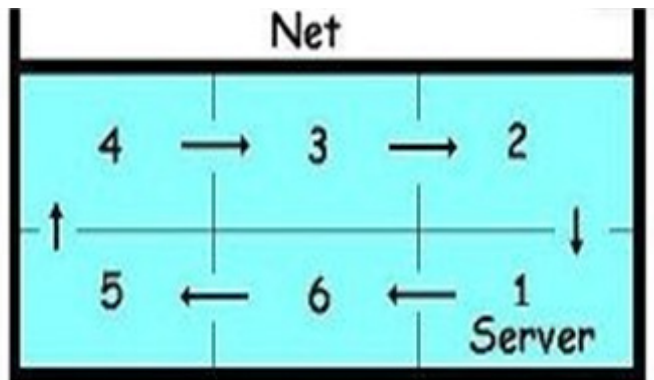


Fig 3.16: Rotation order

There is a penalty for being out of rotation and the opposing team receives a point. There are three formations that are widely used in the court, each having advantages and disadvantages.

4-2 formation

This offense takes its name from the fact that it uses four attackers and two setters. This is a basic formation generally used by less experienced teams to avoid confusion on the court. At any given time, one of the setters is in front row and the other is back row.

They are always opposite of each other on the court. This allows for two attackers front row at any given time, and the setter is able to dump the ball, as the setter will always be in the front court. This basic offensive formation allows for any of the basic sets to be run, as well as a 32, shoot, or possibly a tandem. Teams that use a 4-2 will rarely set anything other than the basic sets.

- **The positive aspects** of the 4-2 include its simplicity, so a team can gain experience and later move on to a more complicated formation.
- **The negative aspect** of using a 4-2 is its limits regarding your offense. Some think that having two setters' takes away from your team as the setter is generally the team leader. Some coaches opt to start their team out running a more complicated system and just having the players adopt it.

5-1 Formation

A 5-1 takes its name from using one setter and having five attackers on the court. The secondary setter is replaced by an opposite hitter who is always opposite the setter on the court. This formation allows the setter to be able to dump the ball for half the rotations and have three front row attackers to set the ball to on the other three rotations. This system allows the setter to set any possible set he or she wants to depending on whether he or she is front row or back row. Many coaches prefer this system, having one setter as the team leader.

- **Positive aspect** of this formation is to help having only one setter so that the setting does not change. One setter may set the ball differently from another giving a different feel for the attackers. It helps when the attackers are used to one setter in particular.
- **The negative aspect** of this offense are that the setter needs to transition from defence to set the ball. This creates situations where the setter has the first contact and someone else has to set the ball.

6-2 Formation

A 6-2 is similar to a 4-2, but has six attackers and two setters. This is possible by having the back row setter always set the ball, making the setter only a hitter when he or she is front row. This formation allows any possible set to be made not including a dump by the setter because he or she is always back row when setting the ball.

- It is good for a team in which the setters are also very good attackers where coach does not want to waste that talent.
- Unfortunately, this formation has the problems of 5-1 and 4-2. Having two setters and always having one of them be back row. **The setter always has to transition from defence and the leadership is lacking.** Most teams at the highest-level team use the 5-1 rather than this for leadership purposes.

Attack tempo (the speed of the attack).

We distinguish three tempos in attack: tempo 1 (the fastest tempo), tempo 2 and tempo 3. Thus, the effectiveness of the attack will depend not only on the type of an attack but also on how fast is the player on the action. The strong attack must be assisted by being very quick in action.

3.8. End unit assessment

GAME SITUATION

Organize a competition among the students and ask them to apply all the learned tactics in a game situation. While the students are playing the game, the teacher assesses if students are able to perform tactics of serving, passing, setting, spiking, blocking and digging in volleyball.

3. 9. Additional activities

3.9.1. Remedial activities

Individually and in groups, the students will revise the correct techniques of serving, setting, digging, spiking and blocking.

3.9.2. Consolidation activities

Individually or in groups, the students will perform the tactics of serving, passing, setting, spiking, blocking and digging in volleyball.

3.9.3. Extended activities

Encourages and facilitates students to form teams and participate in different competitions of volleyball organized by the school, Sector, district, and National federation in charge of sports in schools.

4.1. Key unit competence:

Perform basic basketball tactics.

4.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior five will learn better basic tactics in basketball if they have mastered fundamental volleyball techniques learned in previous years.

4.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of basketball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select basketball activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate Financial Education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of basketball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson by encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use insports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the basketball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

The teacher provides basketball activities and sets instructions that preventsexual harassment or any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting basketball exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideologyand how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

4.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to tactics used in Basketball in order to help them to predict what to be learned in the whole unit.

4.5. List of lessons/sub-heading

| N | Lesson title | Objectives | Number of periods |
|---|---------------------------------|---|-------------------|
| 1 | Offensive tactics in basketball | To master offensive tactics in basketball and be able to apply them in game situations. | 1 period |
| 2 | Defensive tactics in basketball | To master defending tactics in basketball and be able to apply them in game situations. | 1 period |

| | | | |
|---|---|--|----------|
| 3 | Pressing tactics in half court and full court | To apply pressing tactics in half court and full court in game situations. | 1 period |
| 4 | End unit assessment | To evaluate students performance. | 1period |

Lesson 1: Offensive tactics in basketball

a. Learning objectives

The students of senior five will master offensive tactics in basketball and be able to apply them in game situations.

b. Teaching resources

- Basketball court
- Balls
- Whistle
- Chasubles
- Ring and post
- Cones
- Watch/Stopwatch

c. Prerequisites/Revision/Introduction:

Students of senior five will perform better exercises of offensive tactics in basketball if they have mastered the basic techniques in basketball learned in senior four.

d. Learning activities

Opening discussions

- Ask the students to brainstorm different techniques of playing basketball, which can help in building offensive tactics in basketball.
- Introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in applying offensive tactics in basketball and stretch their muscles properly. See below some useful exercises to use.

- Jogging and sprinting in the court.
- Lateral high knees.
- Skips

e. Lesson body

A. Offensive players' positions and their tactics

Explain to the students that an offensive system will be built according to the opponent system of defense and/or the level of play of the opponent. Aside from this, positions and roles of players in offensive ways help a team tactically to win the match. Those positions are as the follow:

- **Centre player**

Centre performs the following actions while attacking:

- Run down the floor quickly to get in position for a quick lay-up if he/she are open.
- Stay near the basket while his/her team has the ball.
- Move in and out of the restricted area quickly to get open for the basketball and a shot.
- Look for the open man to pass the ball to if he/she is well defended and do not have a good open shot at the basket.
- Take the shot with one of the basic basketball shots he/she has practiced.
- Box out by placing his/her body between the basket and the defender when a teammate takes a shot at the basket.
- Move fast and grab balls bouncing off the rim or backboard when a teammate misses a shot.

- **Offensive tactical play for the power forward**

Power forward performs the following actions while attacking:

Rebounding Posting up Jump shot

- **Offensive playing tactics for the small forward**

Small forward performs the following actions while attacking:

| | | | |
|----------------|---------------|----------------------------|-------------|
| Ball Handling | Dribble moves | Post-up game | Finishing |
| Setting screen | Defense | Shooting Creating space | Pick & Roll |

- **Offensive tactics for the shooting guard**

Shooting guard performs the following actions while attacking:

- Know where you are best.
- Simplify your shot.

- Get good at the opposite.
- Learn to score without dribbling.
- Master the mid-range.
- Learn how to read space.
- **Offensive tactics for the point guard**

Point guard performs the following actions while attacking:

- He/she needs to have good court vision to create open shots for the receivers as well as drive the ball down the court and initiate offensive plays.
- Need to have an excellent long-distance shooting, though it is not quite as crucial as for shooting guards, some point guards take as many shots as shooting guards.

B. Counter attack or early offense (fast break)

Explain to the students that the main reason for early offense (counterattack) is to advance the ball into the front court area and attack before the defense be able to become organized into a disruptive force. In advancing the ball into the offensive operating area quickly, it creates quick medium jump shots, or penetration lay-ups, or kick out passes along with severe mismatches.

TASK / ACTIVITY

There are many drills for counterattack tactics; the teacher will do his/ her own research to add more on what has been given here. Let us have a great transition drill that works on a game-like situation where there is a transition from 5 on 4 to 4 on 4.

Description of the activity

Start with four students in defence and five students in offense.

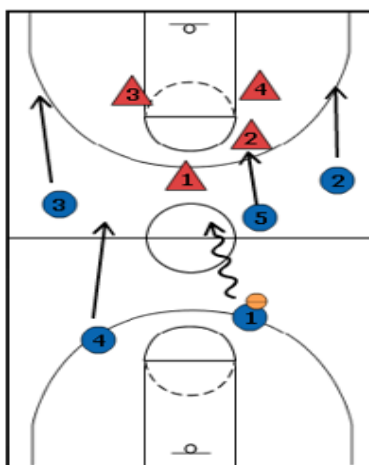


Fig 4.1: 5 on 4 to 4 on 4

After a change of possession where the defense gets a stop or the offense scores, the last offensive player steps off the floor to make it 4 on 4. In this situation, we will say students 4 missed a shot.

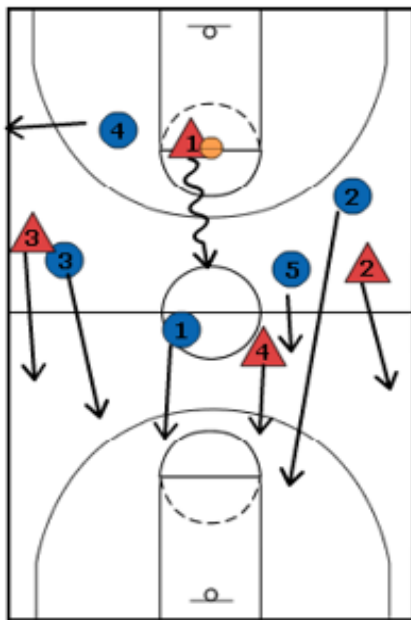


Fig 4.2: 5 on 4 to 4 on 4

- If the new offense scores or the new defense gets a stop, the offensive students comes back on the floor to make it 5 on 4 again.

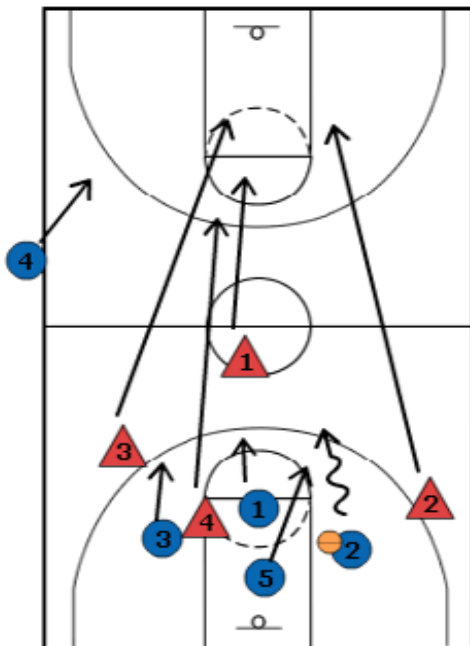


Fig 4.3: 5 on 4 to 4 on 4

C. Screening to block a defensive player

Tell students that the key elements to set up a great basketball screen are as the follow:

- Defender need to be in a difficult position by creating separation between himself/herself and them before setting the screen. Doing so makes it difficult for them to provide good help on the dribbler or the cutter.
- The angle is the most important part of an effective screen. Focus on setting a screen on the best angle possible:
- When setting an on-ball screen, set the screen on the back hip of the on- ball defender.
- When setting an off-ball screen, set the screen with your back facing the direction you want your teammate to go.
- Players must make sure that they are making physical contact with the opponent when setting a screen on them.
- If there is no contact, it is too easy for the defender to step around the screen and quickly get back into good defensive position.
- The screen will never be effective if it is easy to knock the screener off balance. Set the screen with their feet shoulder width apart, knees slightlybent, and arms tucked in close to the body.
- The aim of the player setting the screen should be to hold their position until the defender has managed to evade the screen.

TASK / ACTIVITY

Description of the activity (Play 3 vs 2)

Players in offensive position must complete three passes before attempting a screen. With the ball handler out on top with the ball, one teammate sets a screen for the other teammate, who cuts around the screen and locks for a pass from the ball handler. The ball handler can call out, the abbreviation **PR** means setting a pick on the right side or **PL** means peak on the left or teammates moves on their own without the call. Give the offense five possessions and give two points for each successful screen and one point for each basket scored directly off screen. Reset the play after a shot is taken, whether the ball goes in or not.

Variation 1 (Easy)

- Play 3vs1
- Use defenders who are passive and moving at about half speed

Variation 2 (Difficult)

- Play 3vs3
- Use defenders who are active and play all out.



Fig 4.4: 3 vs 3 (Setting a screen to free a teammate)

D. Motion offense

Explain students that motion offense is based on five key elements:

- **Cutting:** All players stay in constant motion. No standing.
- **Passing:** The ball has to move.
- **Screening:** Seek opportunities to free up teammates.
- **Ball reversals:** Force defences to make adjustments, which will create driving, passing and shooting lanes.
- **Shot selection:** Players taking shots they can make rather than shots they have to create.
- **Set offense in basketball or set play in basketball#**

Tell students that set offense plays are most commonly run out of the following special situations:

- After time outs.
- At the beginning of games (right after the tip off).
- At end of games.
- When you really need a basket.
- When your offense is stagnant.
- After your secondary break.

- **Spread offense in basketball**

The spread Offense is 3-2 no post, motion offense. Since all five players are involved in the continuity, all players should be skilled passing and handling the basketball. Although, only a couple of basic cuts take place, the key to its success is the players being able to read and counter the defensive over plays.

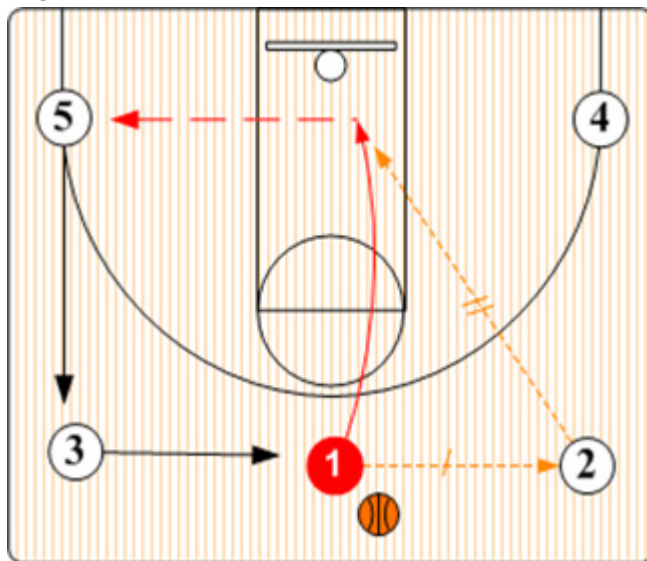


Fig 4.6: Spread offense

Different system for zone offense in basketball

Zone defenses create special problems for the offense. Plays and sets designed to be successful against man-to-man coverage often run into problems against zones. To beat zone defense successful, the tam must have a zone offensive.

Two types of zone offense should be used:

Zone offense 1: This zone is used to beat a zone with a two-guard defensive front.

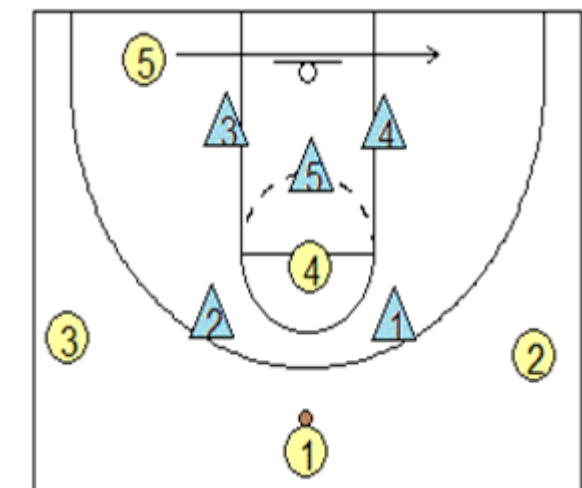


Fig 4.7: Zone offense 1

Zone offense 2: This zone is used to beat a zone with a one-guard defensive front.

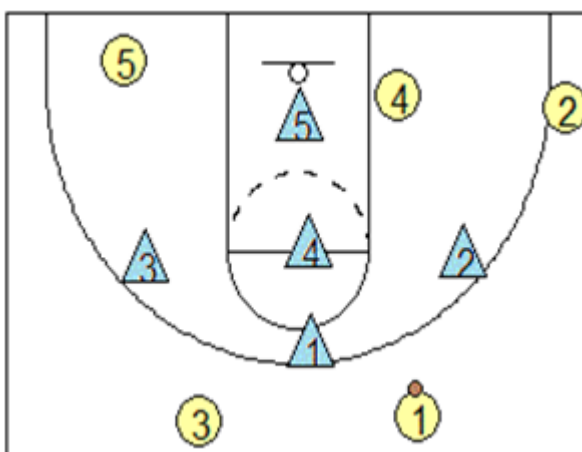


Fig 4.8: Zone offense 2

Some principles to consider while attacking zone defense by using zone offence

- **Analyses the zone:** if you are playing with the team using zone defense, you have to ask yourself the kind of zone set you are facing in order to set your zone offence.
- **Maintain good spacing:** stretch the zone with a pass to a wing or corner, and then skip to the opposite side.

- **Attack the gaps**, but avoid unnecessary dribbling: unnecessary dribbling allows the defense time to adjust or reset. However, guards and wings should look to dribble-penetrate the gaps in the zone and look to dish offinside.
- **Screen the zone**: Set screens against the zone, both inside and outside. Players should make cuts into the open areas, and look to the weak-side.
- **Full-court press on defense**: This favours a “transition type”, wide-open, up-tempo game. A slow-down, half-court game allows the zone defense to be more effective.

Note: there are many offensive formations, teacher as a researcher, you may search other formations to use while performing practice on the court.

Description of the activity

Put three students under the basket. The teacher shoots the ball up. All three students work for position and go for the rebound. The student who gets the rebound powers the ball back to the hoop while the other two are on defense and try to stop him/her. No dribbling is permitted except for a one-bounce dribble adjust. The offensive student should be thinking three-point play, the basket and a foul. This drill not only stresses rebounding fundamentals and aggressiveness, but also power offensive moves, as well as in the paint defense and shot blocking.

Guidelines on the activity

Give the ball to the wing student. Have the first student in defensive line move over to defend the wing student. Have the wing take a good shot (defense should let him/her shoot the shot), Then as soon as the shot is released, the defender turns and boxes the shooter out and gets the rebound (even if the shot is made). The shooter tries to get the rebound (but no second shots are allowed, as this is mainly a box-out drill).

Variation of the activity 1

Make two lines of students; the shooting line on the wing and the defense, box-out line at the free-throw line.

Variation of the activity 2

In groups of five students for each one, let them play a normal basketball game in 5 minutes by using offensive tactics learned. Change groups after minutes.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**

- Which challenges did you face during the execution of different offensive tactics?
- In your point of view what is the best offensive tactics to apply for a strong defence?
- What went well during the workout?

- **Connect**

- What are the techniques do you need in order to apply different offensive tactics in basketball?

- **Apply**

How are you going to use these tactics in your daily life?

Lesson 2: Defensive tactics in basketball

a. Learning objectives

The students of senior five will master defensive tactics in basketball and be able to apply them in game situations.

b. Teaching resources

- Basketball court
- Balls
- Whistle
- Chasubles
- Ring and posts
- Cones
- Watch/chronometer

c. Prerequisites/Revision/Introduction:

The students of senior five will learn defensive tactics in basketball if they have mastered the basic techniques of basketball learned in senior four.

d. Learning activities

Opening discussions

- Ask the students to brainstorm different basic techniques of playing basketball, which can help in building defensive tactics in basketball.
- Let them present their findings and add some clarifications where is necessary.
- Introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in applying defensive tactics used in basketball. See below some useful exercises to use.

- Jogging and sprinting in the court.
- Lateral high knees.
- Skips.
- Jumping Jacks.
- Side shuffle: half court and back.
- Backward cycle: half court and back.

e. Lesson body

Different tactics of defending in basketball

- **Man to man defence**

The Man to man defense involves all five defensive players on the court being allocated one opposition player who they are accountable for defending whenever they are on defense.

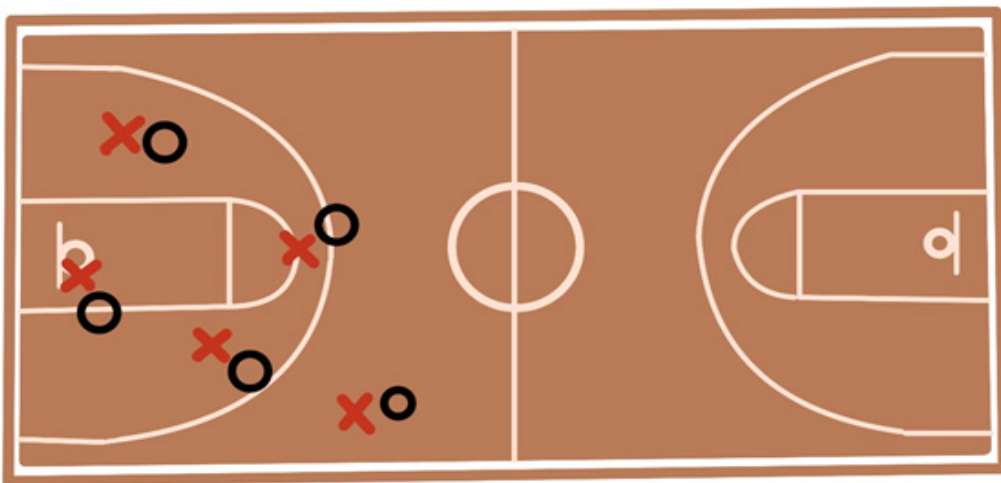


Fig 4.9: Man to man defense

- **Defending the opponent without the ball or off-ball defence**

A strong defense should do more than guard the ball handler on the basketball court should. You can limit an offense by guarding players without the ball. Being able to put pressure on a ball handler can be crucial in shutting down an opponent's offense or coming up with a turnover.

Techniques for defending an opponent that does not have the ball:

- **Denial stance:** the defender keep his/her back towards the ball and his/her chest is facing the person they are guarding. One arm is stretched out, with thumb pointing toward the ground and the palm facing the ball, so that they can deflect a pass. The defender should keep sight of both the person with the ball and the person they are guarding.

- **Open stance:** the defender generally has their back to the basket and is standing side on to both the player they are guarding and the player with the ball.
- **Hedge:** is simply a fake by a defender. The defender fakes that they are coming over to guard another player. This is typically done when an opponent is dribbling, although it can also be used to pressure a post defender.
- **Zone defense**

Zone defense is different from man to man defense because instead of guarding a particular player, each zone defender is responsible for guarding an area of the floor or “zone” and any offensive player that comes into that area. Zone defenders move their position on the floor in relationship to where the ball moves. Zone defense is often effective in stopping dribble penetration and one on one moves.

- **2-3 zone defense formation**

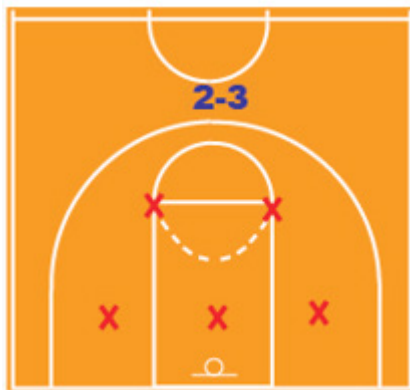


Fig 4.10: 2-3 zone defense

- **3-2 zone defense formation**

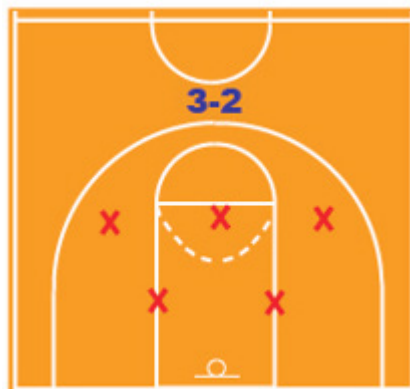


Fig 4.11: 3-2 zone defense

- 1-3-1 zone defense formation

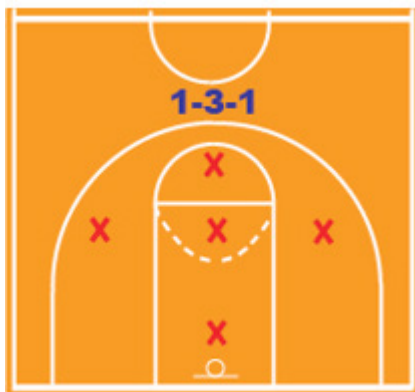


Fig 4.12: 1-3-1 zone defense

- 2-1-2 zone defence formation



Fig 4.13: 2-1-2 zone defence

- 1-2-2 zone defence formation

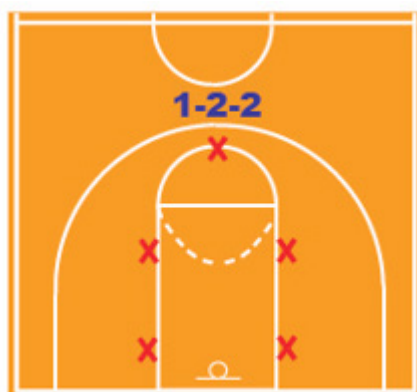


Fig 4.14: 1-2-2 zone defence

APPLICATION ACTIVITY

5 vs 5 with 2-3 (2-1-2) formation system.

Description of the game

Step 1: Divide learners students into groups of five. Put the learners students in 2-3 set defense zone and other team ready to attack the team in offensive position. The two top two learners students will pinch towards the middle to stop dribble penetration as seen in the image below:

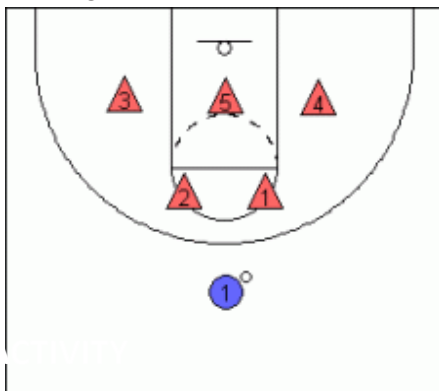


Fig 4.15: 5 vs 5 with 2-3 (2-1-2) formation system exercise

Step 2: The student 4 comes up to stop the outside shot and dribble penetration. The student 1 hustles over the wing to guard the ball. The student 2 in front of the high post. The student 5 slides over a couple steps at first to cover the student on the low block.

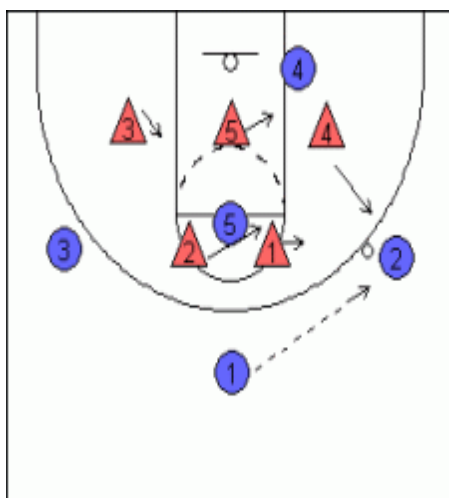


Fig 4.16: 5 vs 5 with 2-3 (2-1-2) formation system exercise

Step 3: As soon as the student learner 1 recovers to the wing, he/she will push the student 4 down. The student 4 will slide down to cover the student in the short corner. The student 5 can step up towards the middle of the lane to guard the player in the high post if he/she receives the ball. The students 2 has two options:

- If the student in the high post is hurting you, he/she will probably want to sink down and deny the entry into the high post. He/she wants to stay on the top half of the student, so he/she can still rotate to cover the ball at the top of the key.
- If the opponent is hurting from the 3-line point arc or the opposing student in the high post is not a threat, you can have students 2 cheat towards the top of the key. Generally, this will also enable him/herself to create a few more turnovers during the game.

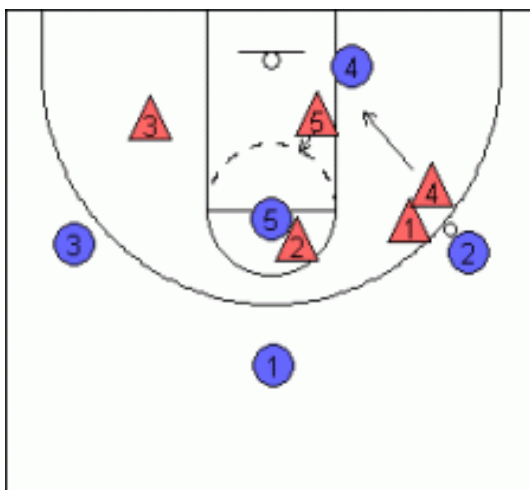


Fig 4.17: 5 vs 5 with 2-3 (2-1-2) formation system exercise

Variations to the exercises

- The pass is towards the corner.
- Entry into high post from the top of the key.
- Entry into the High Post from the Wing.
- Entry Pass into the Short Corner.
- Skip Pass - Top of the Key to the Corner.
- Skip Pass - Wing to Wing.

Cool down exercises

- Let student students do light exercises and stretch their muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**
 - Which challenges did you face during the execution of different offensive tactics?

- In your point of view what is the best offensive tactics to apply for a strong defense?
- **Connect**
- What are the techniques do you need to apply different offensive tactics in basketball?
- **Apply**
- How are you going to use these tactics in your daily life?

Lesson 3: Half court and full court pressing tactics in basketball

a. Learning objectives

To apply pressing tactics in half court and full court in game situations.

b. Teaching resources

- | | |
|--------------------|-------------------|
| – Basketball court | – Ring and post |
| – Balls | – Cones |
| – Whistle | – Watch/Stopwatch |
| – Chasubles | |

c. Prerequisites/Revision/Introduction

Students of senior five will perform better exercises of half court and full court in basketball game situations if they have mastered the basic techniques and tactics of playing basketball learned in senior four and in previous lessons.

d. Learning activities

Opening discussions

- Ask the students to brainstorm different techniques and tactics of offensive and defensive in basketball.
- Let students present their findings and assist them where clarifications are needed.
- Introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in applying tactics in half court and full court in game situations and stretch their muscles properly.

e. Lesson bodyHalf court press

- **X half-court zone press**

The X half court press is very versatile and valuable defensive tactics. It is a major weapon to disrupt fast break attacks. It is very valuable in protecting hard-earned leads late in a game. The X half court press can be used to get the ball out of a good ball handler hands. Also, develop it as a change of pace or game tempo during the game.



Fig 4.18: X half-court zone press

- **SOS red half-court match-up press**

They are disruptive that are used in short intervals to change tempo, create easy baskets and disrupt half court; execution of an opponent has set offense. Additionally, these mid court scenarios may be used to take the ball out of the hands of a good penetrating point guard.

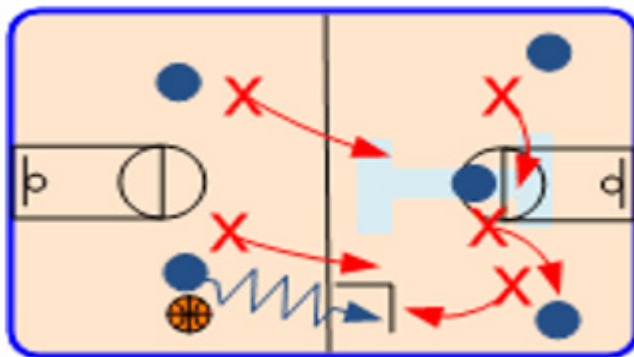


Fig 4.19: SOS red half-court match-up press

- **Amoeba half-court press**

This is a gambling zone in which that if run well help you to get some interceptions and fast breaks. I had previously stated that, it probably would not be wise to structure your team's entire half-court defense based on the Amoeba. Rather, use it as

something disruptive, that you can throw in at various times in a game to confuse the opponent, and force some turnovers.

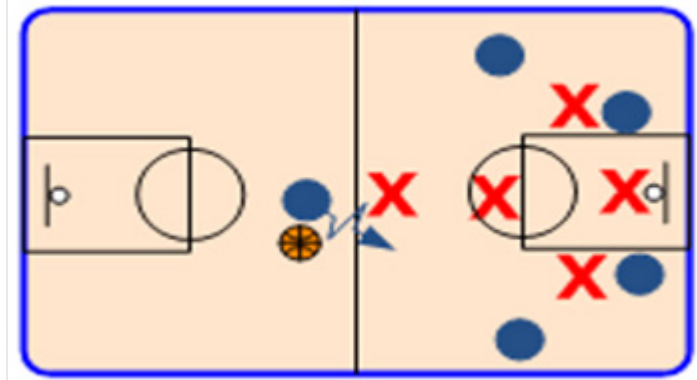


Fig 4.20: Amoeba half-court press

- **Quarter court trap**

When the opponent spreads the court and tries to hold the ball, the quarter court trap becomes a variable defensive weapon. The Quarter Court trap is deployed out of a 1-3-1 alignment that readily allows for trapping or double-teaming the ball in the corners. It is an easy defense to teach and learn. However, when deployed at the right time, it can create havoc and panic against any opponent who is not prepared to attack.

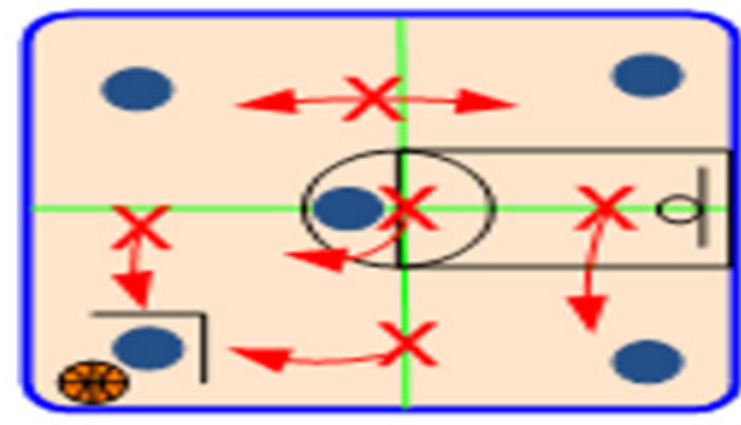


Fig 4.21: Quarter court trap

Full court press

The full-court press in basketball means putting pressure on the opponent for the entire length of the court. This is instead of sprinting back to the halfway line and setting up a half-court defense.

- **Types of full-court press**

There are many different full-court presses. Depending on the team's personnel (strengths and weaknesses), some suit better than others.

- **Man-to-man press**

A man-to-man press involves every defensive player guarding a direct opponent for the entire length of the court.

- **Full-court man-to-man pressure**

Involves every defensive player defending his or her direct opponent for the entire length of the court.

- **Full-court run and jump defense**

Involves every player starting with a direct opponent in regular man-on-man, except there are several run and jump rules, which encourage trapping and switching, which can disrupt the opponent.

- **Full-court zone press**

There are many variations of a full-court zone press that teams can run depending on the team's personnel (strengths and weaknesses) and how team wants to play. Each of them has their own strengths and weaknesses, but the right team can run all of them effectively.

Let us see the six of the most common variations of the full-court zone:

- **2-2-1 press**

Involves two players across the free-throw line, two players near half-court, and one player down back as safety.

- **1-2-1-1 press**

Involves one player at the front defending the inbounds pass, two players across the free-throw line, one player just above the three-point line, and another player down back as safety.

- **1-3-1 press**

Involves the front defender on the three-point line, three defenders across the halfway line, and a safety at the back.

- **3-1-1 press**

Involves three players across the free-throw line, one player just in front of the halfway line, and a safety at the back.

- **1-2-2 press**

Involves one player on the free-throw line, two players just before the halfwayline, and two players down back.

APPLICATION ACTIVITY

- Ask the students to form teams according to the resources available and the specialties of each student.
- Students take defensive positions in the court (Man to man and/or zone defenses tactics).
- Explain to each student the tactics you want him/her to apply according to his/her position on the court.
- Change the defensive formation and tactics of defense when you realize the student have made progress. Then adopt another formation and other tactics of defense.
- Set offensive tactics and instructions for the other students who are in offensive team in order to create desired challenges for the defending team.
- After every student has tried, switch the roles where it is possible.
- Guide (the teacher teacher), correct and teach the correct tactics and the correct techniques.

Cool down exercises

- Let students do light exercises and stretch their muscles by insisting on most used parts
- Randomly, one of students leads cool down exercises.
- Guide students while stretching their muscles systematically.

Closing discussions

- **Reflect**
 - Which challenges did you face during the execution of different defensive tactics in basketball?
 - In your point of view what is the best defensive tactics to apply for a strong offensive teams? Why?
- **Connect**
 - What are the techniques learned in previous years do you need to apply different offensive tactics in basketball? Why?
- **Apply**
 - What is the importance of learning defensive tactics in basketball for learners of senior five?
 - How are you going to use these tactics in your daily life?

4.6. Unit summary

Offensive tactics

For a basketball team to be effective in offensive tactics the coach/trainer needs to have skills to position well his/her players according to the personnel (strengths, weaknesses) he/she has. Each position has the qualities the player must fulfill. Hence, players in offensive tactics according to the specialties of each one can be given different positions as follows: center player, power forward, small forward, shooting guard, and point guard. In offensive tactics, the team can choose to apply different offensive tactics according to its personnel, the target you have and the defensive tactics of the opponent and or the level of the game. Different tactics used involves counter attacks, motion offense, spread, offense and set offense.

Defensive tactics

Basketball game is highly a very offensive sport; this shows how much we need to have strong defensive tactics if we need to win the game.

Depending to the opponent tactics of offense, the personnel (strengths and weaknesses), the target you have and the level of the game there are different options in defense. A team has options to choose man-to-man defense and zone defense according to the game situations.

4.7. Additional information to teachers

Important basketball footwork in basketball

Skilled physical sports educator knows the importance of focusing on foot works in teaching basketball at all levels. Foot works are the most important prerequisites to become a greater basketball player. Effective footwork will prevent students (players) from silly violations, allow them to create space and get past defenders, set them up to shoot on balance, let them dominate the post, and more.

Important drills to teach defensive movements in basketball

- **Lateral slides east and west:** the teacher points the direction he/she wants the students to slide.
- **Drop step slides:** point diagonally behind them. The students must drop step and then slide that direction.
- **Closeouts:** point hands in the air. The learners sprint 2-3 steps forward and then closeout with high hands while keeping a low base.
- **Charge:** Cross arms at chest. The students fall backwards simulating taking a charge and then get straight back up into pitter-patter.

- **Rebound:** jump up with two hands. On the rebound call, student must jump up and down three times as high as they can simulate getting a defensive rebound.
- **Back-pedal:** pointing behind the student. student behind must communicate with the player in front of them.
- **Sprint:** Motion forward with hands. Student must sprint forward to their starting position.

Teaching points while teaching defensive movements in basketball

- Students must remain in a low and wide defensive stance during the entire drill.
- Pay attention on correct footwork and good balance. Students should not be leaning forward when in defensive stance.
- Arms must be out to the sides throughout the entire drill. Get used to doing it for games.
- Encourage the students to be loud on closeouts, charge calls, when back-pedaling, etc.
- Can be a great drill to use when you have a large group of student.
- The teacher must be enthusiastic while leading the student through the drill. They are not going to be enthusiastic if you are not.

Some terminologies used in basketball game

Backcourt: the area from the mid-court line to the end line furthest from the offense's basket.

Blocked shot: the successful deflection of a shot by touching part of the ball on its way to the basket, there by preventing a field goal.

Boxing out: a player's attempt to position his body between his opponents and the basket to get rebounds and prevent the opponents from doing so.

Defensive rebound: a rebound of an opponent's missed shot.

Double dribble: a violation that occurs when a player dribbles the ball with

Double team: when two teammates join efforts in guarding a single opponent.

Dunk: When a player close to the basket jumps and strongly throws the ball down into it, an athletic, creative shot used to intimidate opponents.

Elbow: also called the "junction;" a term often used to indicate the area of the court where the free-throw line and side of the key meet.

Fast break: also called the run-and-shoot offense, it begins with a defensive rebound by a player who immediately sends an outlet pass toward mid-court to his waiting teammates; these teammates can sprint to their basket and quickly shoot before enough opponents catch up to stop them.

Field goal: when the ball enters the basket from above during play; worth 2 points, or 3 points if the shooter was standing behind the 3-point line.

Free-throw line extended an imaginary line drawn from the free-throw line to the sideline to determine the location throw-ins.

Frontcourt: the area between the mid-court line and the end line closest to the offense's basket.

Full-court press: when defenders start guarding the offense in the backcourt.

Layup: a shot taken close to the basket that is usually banked off the backboard towards the basket.

Low post: an imaginary area outside either side of the foul lane close to the basket.

Man-to-man defense: the defensive style where each defensive player is responsible for guarding one opponent.

Offensive rebound: a rebound of a team's own missed shot.

Perimeter: the area beyond the foul circle away from the basket, including 3-point line, from which players take long-range shots.

Pivot: a center; also the foot that must remain touching the floor until a ball handler who has stopped dribbling is ready to pass or shoot.

Playmaker: the point guard who generally sets up plays for his teammates.

Possession: to be holding or in control of the ball.

Screen or screener: the offensive player who stands between a teammate and a defender to give his teammate the chance to take an open shot.

3-point play: a 2-point field goal followed by a successful free throw.

3-point shot: a field goal worth 3 points because the shooter had both feet on the floor behind the 3-point line when he released the ball; also counts if one foot is behind the line while the other is in the air.

Transition: the shift from offense to defense.

Turnover: when the offense loses possession through its own fault by passing the ball out of bounds or committing a floor violation.

Weak side: the side of the court away from the ball.

Zone defense: a defense where each defender is responsible for an area of the

4.8. End unit assessment

- Set various offensive tactics exercises to evaluate the performance of different tactical play of the students according to the positions on the court (centre player, power forward, small forward, shooting guard, point guard).
- Organise a game situation exercises and evaluate the students ability to apply a counter attack, motion offense, spread, offense and playing in set offense.
- Set various exercises on defensive tactics (man-to-man defense, zone defense) on half-court as well as on full court and evaluate the students abilities to apply correct tactics in defense.
- In a game situation, the teacher evaluates students abilities to defending the opponent with the ball and defending the opponent without the ball.
- In a game situation, the teacher evaluates the students abilities to apply half court and full court pressing as tactics of defense.
- Organize a competition among the students, ask them to apply all the learned tactics in a game situation and let them play freely.

While the students are playing the teacher assess if the students are able to perform offensive and defensive tactics of basketball.

4.9. Additional activities

4.9.1. Remedial activities

Individually and in groups, the students will revise the correct tactics of offense and defense in basketball. The students will focus on mastering the playing positions and the tactics to apply for each position.

4.9.2. Consolidation activities

Individually and in groups, the students will revise the tactics of counterattack, motion offense, spread, offense and set offense, defensive tactics (man-to-man defence, defending the opponent with the ball, defending the opponent without the ball and the zone defence.

4.9.3. Extended activities

- Ask the students to participate in the competitions organized by the school.
- Ask the students to participate in interschool's competitions.
- Ask the students to participate in the competitions of their age organized by Rwandan Federation of school sports and the Rwandan Federation of Basketball.

5.1. Key unit competence:

Perform different tactics needed to play handball.

5.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior five will learn better basic tactics of playing handball if they can perform basic techniques of handball as they learned in senior four and have developed basic motor control and movement exercises.

5.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of handball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select handball activities to adapt his teaching approaches to those students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his/her teaching/learning activities by providing the local and no cost teaching and learning material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in handball game but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of handball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the handball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides handball activities and sets instructions that prevent sexual harassment or any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting handball exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

5.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to different tactics needed to play handball in order to help them to predict what to be learned in the whole unit.

5.5. List of lessons/sub-heading

| | Lesson title | Objectives | Number of Periods |
|---|---|---|-------------------|
| 1 | Offensive positions and offensive tactics | To take different defensive positions used in handball game on the field of play. Apply different offensive tactics. | 1 period |

| | | | |
|---|---|---|----------|
| 2 | Defending positions and defensive tactics | To take different defensive positions used in handball game on the field of play. Apply different defensive tactics. | 1 period |
| 3 | Safe play in short handball match to apply the mastered tactics | Play a short handball game to apply the mastered tactics. | 1 period |
| 4 | End unit assessment | To evaluate students' performance. | 1 period |

Lesson 1: Offensive positions and offensive tactics

a. Learning objective

By the end of the lesson, students will be able to:

- Take different defensive positions used in handball game on the field of play.
- Apply different offensive tactics.

b. Teaching resources

- Handball playground
- Whistles
- Balls
- Cones
- Stopwatch/Watch
- Chasubles
- First aid kits
- Goal posts

c. Prerequisites/Revision/Introduction

Students of senior five will learn better offensive positions and offensive tactics if they can execute basic motor control and movement exercises and perform basic handball techniques learned in senior four.

d. Learning activities

Opening discussions

- In group activities students discuss about different basic handball techniques learned in senior four.
- Let some groups present their findings.
- Help them to clarify their findings.
- Introduce different offensive positions and offensive tactics in handball.
- Then invite the students to start warm up and stretching exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up exercises based on body's parts to be used more while performing offensive positions and offensive play and let students stretch their muscles properly.
- Guide students while performing warm up and stretching.

e. Lesson body

Tell students that regarding the position of players' in-group tactical attack we call them centre players, wing players and pivot players. Each player in his particular position should learn various ways of moving, which are essential for his/her particular position.

Offensive positions

- Explain to the students that in handball players are typically referred to by the positions they are playing.
- Tell students that positions are always denoted from the view of the respective goalkeeper, so that a defender on the right opposes an attacker on the left. However, not all of the following positions may be occupied depending on the formation or potential suspensions.

Describe positions used in handball with the role of each one as follow:

- **Left and right wing players (LW and RW)**

These fast players excel at ball control and wide jumps from the outside of the goal perimeter in order to get into a better shooting angle at the goal. Teams usually try to occupy the left position with a right-handed player and vice versa.

- **Left and right backcourt players (LB and RB)**

Goal attempts by these players are typically made by jumping high and shooting over the defenders. Thus, it is usually advantageous to have tall players with a powerful shot for these positions.

- **Centre backcourt (CB)**

A player with experience is preferred on a position who acts as playmaker and the handball equivalent of a basketball point guard.

- **Circle runner or pivot (CR)**

This player tends to intermingle with the defence, setting picks and attempting to disrupt the defence's formation. This position requires the least jumping skills; but ball control and physical strength are an advantage.

Show students different offensive positions on the handball court and let them be placed on those offensive positions.

ACTIVITY 1

By using two half court of handball game, students in groups of 3 and 4 for each half, perform the following exercise:

- Students in-group of four must have a goalkeeper and be defenders.
- Those who are in group of three be attackers.

Each student who is in attacking group plays a certain attacking role. Students in group, which is defending, their role is to prevent attackers to score a goal. Let them play it in 3 minutes. In case there are many teams change them after 3 minutes

Offensive tactics

Explain to the students the different waves (offensive tactics) as they are applied in handball game situation:

- **First wave**

Tell the students that the target of the first wave attack is to get to a shooting position before the opponent manages to return. The first wave includes the players who rush forth from the defensive position now of the shot or when their team intercepts the ball. The fast attack is initiated most frequently by the goalkeeper or occasionally by one of the field players. He/ she passes to the attacker who is not guarded and is closest to the opponent's goal. The first wave attackers free themselves as quickly as possible, carefully watching the ball and if the opponent gains the ball, they immediately return to a defensive position to initiate the second wave.

Remind students to apply the following principles for movement and passing while performing the first wave:

- Move into free space as fast as possible and take the shortest route. If a defender guards them, try to get rid of him.
- Keep enough distance between themselves and a fellow player, so that they can safely pass to each other but that a defender cannot guard both of them.
- Use crossing only in the situations 2 against 2 or 3 against 3. It is not suitable in the situations 2 against 1, 3 against 2 or 3 against 1.
- Free themselves if they are not guarded and you are the nearest player to the opponent's goal or if you cannot pass.
- Pass if your fellow-player is in a better position than you are.
- Catch the ball before the free throw line and shoot after 2 or 3 steps, preferably by jumping, if you get into the shooting area.

- **Second wave**

Tell students that if the first wave is not successful, then second wave comes into play. As more defenders get back into position, offense initiates quick passes to outnumber the local defenders and score. In case the goal is not scored, third wave is initiated.

Remind the students about the tasks of the second wave:

- After losing the ball, secure the area in front of your own goal.
- Be ready to catch the pass from the goalkeeper if he/she is not able to pass a further distance or to the first wave players.
- Finish the fast attack with a shot if the first wave does not succeed.

- **Third wave**

Tell students that in the third wave, the attackers use patterns involving crossing and passing between backcourt players, getting the ball to their pivot, taking a jump shot, or attracting the defense away from a wingman.

ACTIVITY 2

Students form two teams; each team consist of seven players. Assign position to each student and let them play a normal handball game.

Description of the activity

The ball should start from the goalkeeper to the back centre and continue to be played toward the opponent court. If the ball has been recuperated by the opponent team, the lost team will come back to defend. If there are many teams, change teams after five minutes.

Points to consider

The students to play on their respective posts and accomplish the roles assigned to while playing as a team.

The winner is the team that scores many goals.

Variation

The ball starts with throw-off and respect the rules of starting with throw-off after the goal has been scored.

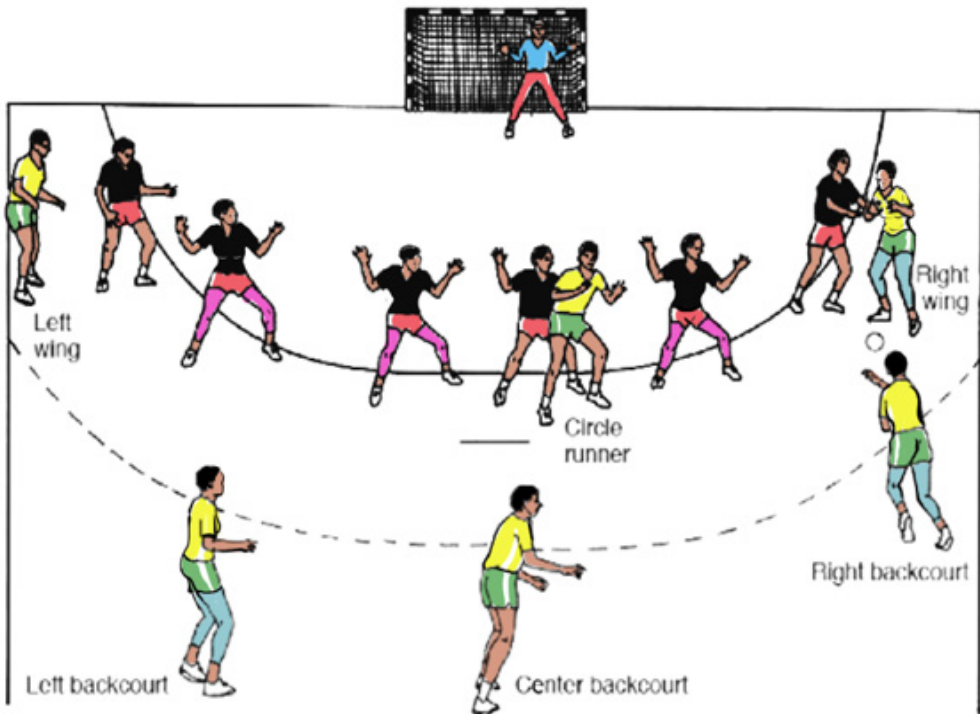


Fig 5.1: Players positions in attack

APPLICATION ACTIVITY 1

Description of the activity

- Let the students perform simple fast break drill with two lines of students (one on each side) and Teacher standing in the middle.
- The player at the front of the line passes the ball to the teacher in the middle and then sprints towards the goal.
- The teacher returns the ball, passing the ball in front of the runner, for them to run onto and shoot with a quick centre shot.
- The attackers should go all the way to the goal line.
- Request students to use low shots.

Teaching point to consider while performing this activity

Always keep the students on running “false foot should be in front when throwing the ball.

Variation

- A defender may follow the attacker from behind or from the side to make the shot a bit more difficult.
- Divide students into two groups and let them play a normal game in 5 minutes.

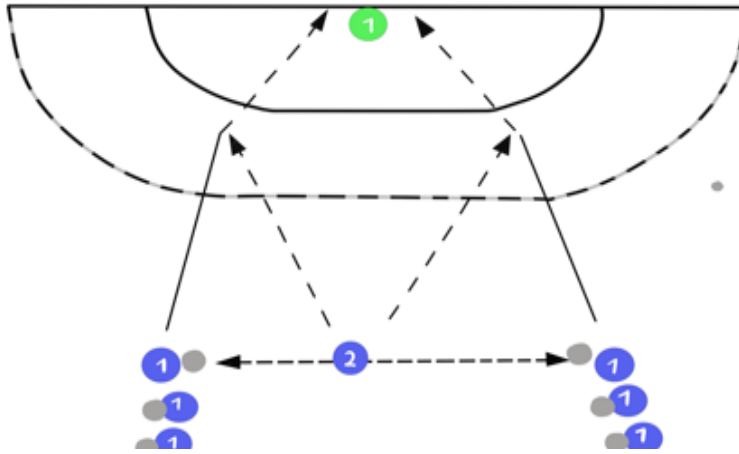


Fig 5.2: Fast break drill

APPLICATION ACTIVITY 2

Put students into groups of four. Put Team A, B, C in group 1 and D, E, F in group 2. By using two halves of handball game, students in groups A with a goalkeeper play against team B (in one half) team D with a goalkeeper play against team E (in another half court).

Description of the activity

B and E in group start their attacks from the center line against A and D. After attempting to shoot into the goal (with or without the goal), A and D leave the court and C and F get in the court to attack B and E. continue in this way during 6 minutes.

Variation

By respecting their halves, organize a kind of competition in group 1 (A vs B, B vs C, C vs A) and 2 (D vs E, E vs F, F vs D) and see the winner.

Each match consists of 2 minutes.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussion

- **Reflect**
 - Describe different positions occupied in handball playground.
 - Which challenges/advantages did you face when occupying different offensive positions in handball playground?

- Which are strengths and weaknesses for each system.
- **Connect**
- Give one example of attacking position similar in handball and basketball.
- **Apply**
- How will apply different attacking waves in handball game situation?

Lesson 2: Defending positions and defensive tactics

a. Learning objective

By the end of the lesson, students will be able to take different defensive positions used in handball game on the field of play and perform defensive tactics perfectly.

b. Teaching resources

- | | |
|-----------------------|--------------|
| – Handball playground | – Whistles |
| – Balls | – Cones |
| – Stopwatch/Watch | – Chasuble |
| – First aid kits | – Goal posts |

c. Prerequisites/Revision/Introduction

Students of senior five will learn better defensive positions and defensive play if they can perform basic handball techniques and able to take different offensive positions in handball learned in lesson one.

d. Learning activities

Opening discussions

- In group activities students discuss about different offensive positions learned in lesson one.
- Let some groups present their findings.
- Help them to clarify their findings.
- Introduce the new lesson “defensive positions and defensive tactics”.
- Then invite 1 students to start warm up and stretching exercises.

Warm up exercises

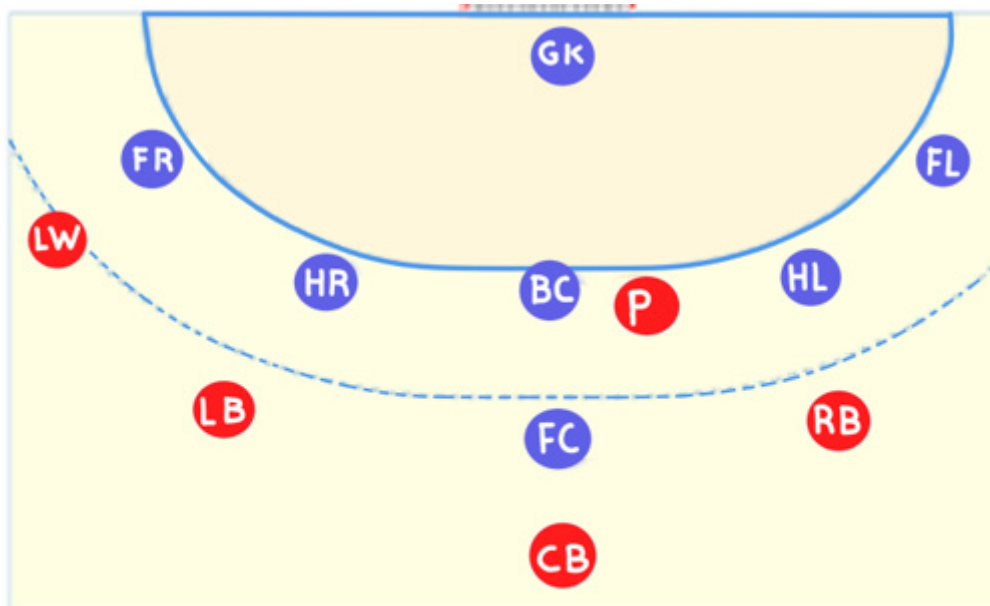
- Let students perform general warm up exercises and specific warm up exercises based on body’s parts to be used more while performing offensive positions and offensive play and let students stretch their muscles properly.
- Request students to use warm up with the ball.
- Guide students while performing warm up and stretching.

e. Lesson body Defending positions

Explain to students that those players in handball are typically referred to by the positions they are playing.

Describe defending positions in handball are as the follow:

- **Far left (FL) and far right (FR):** The opponents of the wingmen.
- **Half-left (HL) and half right (HR):** The opponents of the left and right backcourts.
- **Back centre (left and right):** Opponent of the pivot.
- **Front centre:** Opponent of the centre backcourt may also be set against another specific backcourt player.



Red: Offenders

Blue: Defenders

Fig 5.3: Defending positions in blue colour while attacking positions in red colour

A. Defensive systems

Man to man defence

As a teacher, give a clear explanation to the learners students that Man-to-man defence can be played throughout the field, in the own defensive half of the field or only in front of the own goal area.

Remind students that:

Man-to-man defence throughout the field demands that each player guards the closest opponent immediately after the loss of the ball. Disturbing an opponent's attack from the very beginning is an advantage.

- **Advantages of man to man defence**

Man-to-man defence is advantageous in the match against a weaker opponent or in that part of the match, when we want to surprise the opponent or to reverse an unfavorable development of the match.

- **Disadvantages of man to man defence**

The disadvantage is the possibility that weaker defenders must cover stronger attackers and vice versa. If this occurs, it is necessary to make a "redistribution of attackers" during the next break in the game. If each attacker is to be guarded by the same defender all the time, then all defenders must return towards their goal. In a chosen area, for example at the middle line or at the free throw line they expect the opponents and guard them. These systems do not demand so much cooperation as the systems of zone defence.



Fig 5.4: Defensive posture

B. Zone defence

Explain to the students that the defensive systems are named according to the basic positions of defenders.

- 6-0 zone defence (Flat defence)
 - Tell students that within this zone defence all 6 players line up between the 6-metre and 9-metre lines to form a wall.
 - Explain students advantages and disadvantages of 6-0 zone defence.
- **Advantages of 6-0**

The advantage of the system 6:0 is that it is relatively easy to practice (the positions of all players in one line facilitates cooperation) and protects the space in front of the goal area. The system is useful against a team with weaker shooters from the backcourt players' area or when the wings and pivot are strong players.

Disadvantages of 6-0

The disadvantage is the lack of possibilities to disturb preparatory combinations and the lack of possibilities to closely guard the attackers shooting from a long distance.

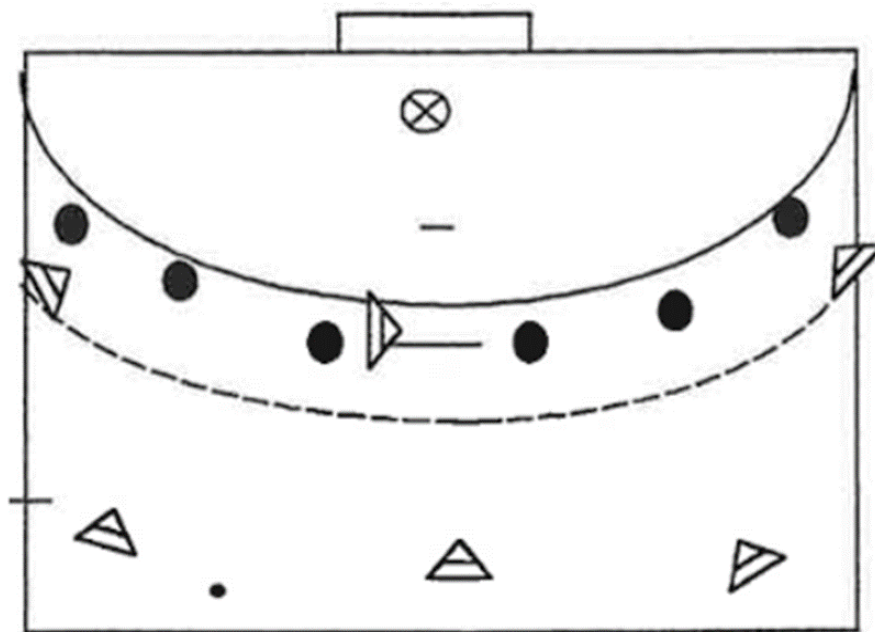


Fig 5.5: 6-0 zone defence

Tell students that by shifting some defender's forwards from their initial position, other zone defensive systems (5-1, 4-2 and 3-3) may be created.

- **5-1 zone defence**

One of the players' cruises outside the 9-metre perimeter, usually targeting the centre forwards while the other five line up on the 6-metre line.

Remind students that the forward defender can fulfil the following tasks:

- Guards the central backcourt players' space and controls the activities in the left and right backcourt players' space.
- Is responsible for the entire space of backcourt players, he moves preferably in the area where the ball is.
- Guards the space of the backcourt player who is nearest to the ball to prevent him from taking the pass.

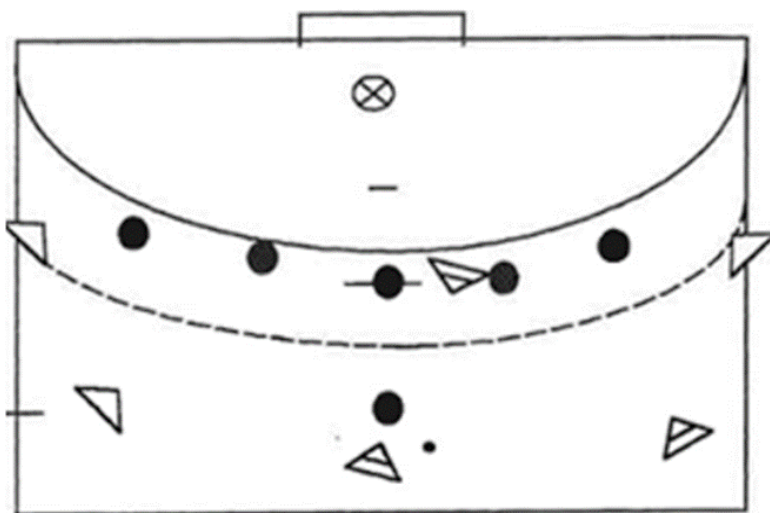


Fig 5.6: 5-1 zone defence

• **4-2 zone defence**

Two defenders are out front and others are lined up on the 6-metre line.

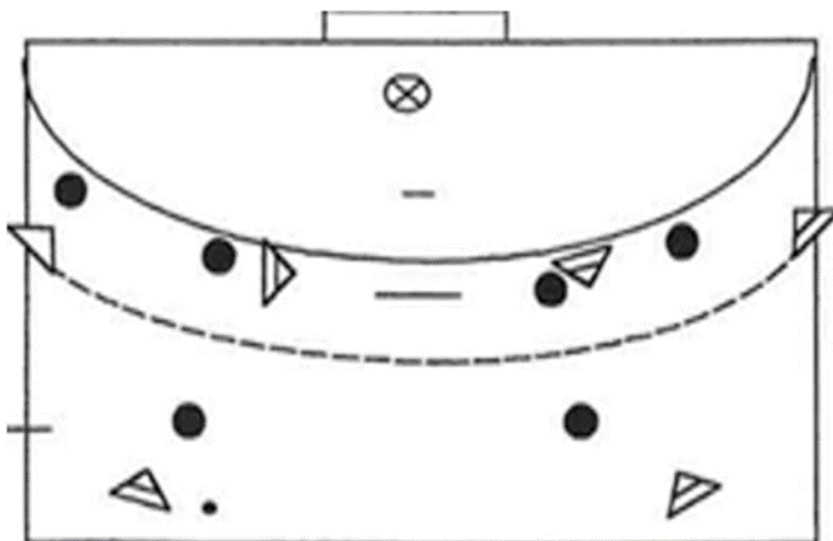


Fig 5.7: 4-2 zone defence

- **3-3 zone defence**

Very fast teams may use a 3–3 formation, which is close to a switching man-to-man style.

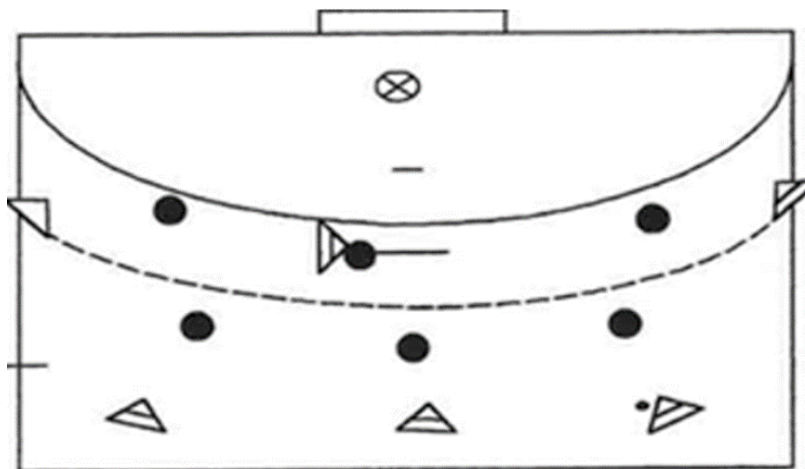


Fig 5.8: 3-3 zone defence

- **Advantages of the systems with forward defenders (5-1, 4-2 and 3-3)**

The disturbance of preparatory combinations and the close guarding of shooters from longer distances. The greater the number of forward defenders and the greater the space they defend, the better these tasks can be fulfilled.

- **Disadvantages of the systems with forward defenders (5-1, 4-2 and 3-3)**

More difficult communication among the defenders from various lines and the small number of defenders near the goal area.



Fig 5.9: Defensive actions

ACTIVITY

Three attacking players start play by passing among them towards the goal area by attempting to shoot into the goal by scoring a goal. The defending players try to prevent this by blocking the shot by using different blocking tactics.

Variations:

- Request defenders to block a center Shot.
- Request defenders to block a Jump Shot.

Points are distributed as the follow:

- points for every successful block.
- Goal scored obtain one.

The team with most points is the winner.

Teaching points to consider

- Blockers are trying to use both arms, high and close together.
- Attackers are searching how to score a goal by observing the way defenders are positioning.

Divide students into two teams of six players (A and B). Let A be defenders and B attackers. Ask students from team A to mark one player from team B, request him to mark the same player throughout this exercise. Teacher throws the ball in the air to start the game. The team B in possession must try to pass passes towards the opponent team A. The opposition TEAM A must stop TEAM B by using man-to-man defense by trying to intercept the ball. In case defending team intercepts the ball, attacking team will go back to their own half to defend by using zone defense (6-0). If the attacking team (B) score the goal, defending team (A) will start the game through throw-off and defending team defends by using man-to-man defense.

Variations

Let them introduce 4-2 defense zone for defending team after 5 min.

Every time a team intercepts the ball from the opposition, they score a point. In addition, if the team score a goal get a point. Count points and the winner is the team, which has the most points in 5 minutes.

Teaching points to consider

- Defenders should stay with an identified attacker (man-to-man defense).
- Defender should try to stay between the attacker and the ball.
- Use wide arms to cut off avenues of passing.
- Introduce split vision technique (look for player and look for the ball).

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide students while stretching their muscles systematically.

Closing discussion

• Reflect

- Mention six defensive positions of handball playground.
- Give and explain two activities you have performed during the lesson.
- Which challenges/ advantages did you face when applying different defensive systems in handball game situation?
- Outline the strengths and weaknesses for each of system mention above.

• Connect

- Compare and contrast offensive systems and defending systems applied in handball game situation.
- Why is it important for mastering the handball defensive and offensive systems?

• Apply

- Which of the handball systems do you prefer as more advantageous, easy to win a handball match?

Lesson 3: Safe play in short handball match to apply the mastered tactics

a. Learning objective

Play a short handball game to apply the mastered tactics.

b. Teaching resources

- Playground of handball
- Whistles
- Balls
- Cones
- Stopwatch/Watch
- Goal posts
- First Aid kits

c. Prerequisites/Revision/Introduction

Students of senior five will apply better the mastered tactics through a short handball game if they are able to apply different handball offensive, defensive set ups and strategies learned in the previous lessons.

d. Learning activities

Opening discussions

- In group activities students discuss about different handball offensive, defensive set ups and strategies learned in two previous lessons.
- Help them to clarify their findings.
- Introduce different handball set-ups and strategies used in playing handball game.
- Then invite students to start warm up and stretching exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up exercises based on body's parts to be used more while performing offensive positions and offensive play and let students stretch their muscles properly.
- Request students to perform a warm up with the ball.

e. Lesson body

GAME SITUATION

In this game, the teacher feeds the ball to the first attacker/ students (2 and 3 in green), number two works with number 3 to try and get past the two defenders (2 and 3 in blue).

• Description of the game

- The attackers should always try to get stuck into the two defenders,
- Students should play the ball fast and always move back quickly to get into a new position to receive the pass back immediately and change the direction of the attacking 'wave'.

• Variations

- The teacher can also gradually build up the numbers in this half court attacking game 4v4, 5v5 until you finally have 6v6 on court players (and a goalkeeper for the defending side).
- Let students play a handball game on the full court by using 7 vs 7.

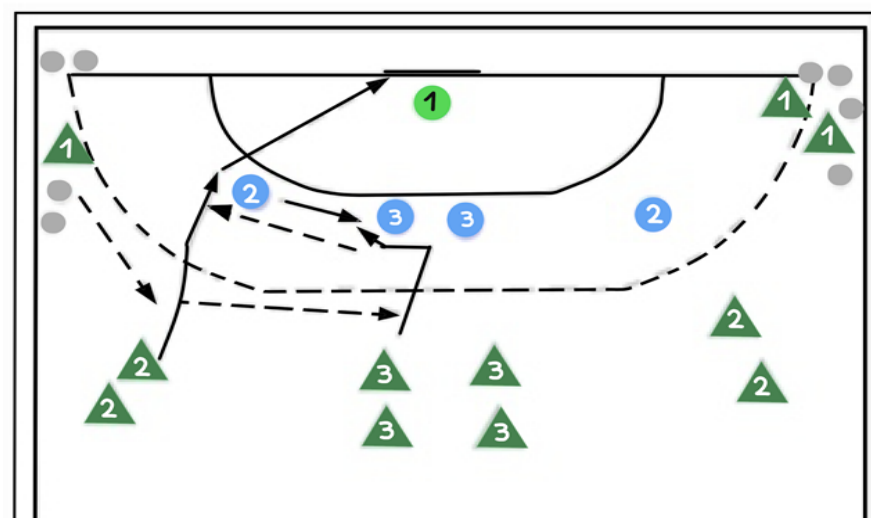


Fig 5.10: Playing handball drills

Cool down exercises

- Let the students stop playing and perform relaxation exercises including slow running and walking around the playground.
- Put students on semi-circle for stretching exercises.
- Help them/demonstrate/ correct them if needed.

Closing discussion

• Reflect

- What are the offensive and defensive strategies used in team handball?
- How much offensive play did you apply in short handball games?
- What are challenges/ advantages did you face when playing different short handball games?

• Connect

- What are the conditions do you need to apply different handball tactics in game situation?
- Recognize the similarities/dissimilarities between the handball offensive play and other offensive play in basketball.

• Apply

- What is the usefulness of mastering handball techniques and tactics in game situation?

5.6. Summary of the unit

Handball playing positions in the field of play should be classified under two ways:

- **Defending positions:** Far left and far right, half left and right, Back centre right and back centre left, Front centre, Goalkeeper)
- **Offensive positions:** (Left and right-winger men, Left and right backcourt, Pivot, Centre backcourt, Goalkeeper). For all those positions of playing, players may use different tactics or strategies in order to attack the opponent team or defending their goal. It is better to choose the appropriate offensive or defensive tactics based on the nature of the game situation.

5.7. Additional Information for teachers

Offensive strategies in handball

- Try not to lob the ball or make long passes as it gives the opposing team a chance to take possession.
- Good **ball handling** is a very important key in team handball. This is mainly talking about pass movement.
- Try constantly cutting towards the goal with or without the ball; this forces the defense to continuously adjust and opens up more scoring opportunities for your team.
- Move the ball quickly and keep the dribbling to a minimum. Scoring opportunities develop when sharp, quick passes are made and the defense does not have time to adjust to what you are doing.
- Do not force a shot but if you drive for a shot and are blocked by defense, pass to a teammate instead. Use ‘feint’ movements; fake out the defense.
- Proper court spacing is a good key to keep each player as an offensive threat.
- Making cuts toward the goal, with or without the ball, will force defense to defend all players on the court and provide more scoring opportunities. Players should avoid too much dribbling.

Defensive strategies used in handball

- Be ready to switch from offense to defense fast.
- If there is a turnover, your whole team needs to be ready to switch to defense otherwise; you leave yourself open to many scoring opportunities.
- Handball is a fast-paced game and these turnovers happen quickly. Decide as a team if you will defend man-to-man or zone.

Attacking Systems against Man-to-man Defense

- In these systems, there are no differences between the work of backcourt player, pivot and wing. Attack can be realized in various ways, for example:
- The attackers separate further from each other and try to individually move into free space towards the opponent's goal to catch the ball.
- The attackers move as closely as possible to the opponent's goal area and use the naturally arisen screens for moving into free space.
- This is very demanding on orientation and accuracy of movement in a rather small and crowded space.
- The attackers move to the side lines, for example 3 to the left side and 3 to the right side and the goalkeeper, running into the free space in the middle of the field, creates numerical superiority.

Attacking Systems against Zone and Combined Defense

When using this system, the attackers play the roles of backcourt players, pivots and wings. In the systems against combined defense there is also the role for a man-to-man defended attacker.

The task of first wave defenders

To guard the attackers of the first wave and to get into position in front of their own goal earlier than the opponent. In the first wave, the backcourt players and the wings are most often engaged unless they took part in the finishing of a shooting combination. The situations with numerical equality are advantageous, but the situations with numerical superiority are even more advantageous.

The defenders should apply the following principles:

- Anticipating the finishing your own attack and be ready to return to defense.
- After losing the ball immediately get into a defensive position, return more quickly than the attacker, and do not allow him to control the first long pass.
- If you are close to the attacker with the ball, guard him closely and press him into a less advantageous space, disturb or make his further activities impossible.
- If you are not guarding any attacker, then guard the most endangered area (most often between the ball and your own goal).
- If the attacker moves into a free space near to your fellow player and becomes more dangerous than the attacker whom you guard, then help your fellow player.
- If your attacker moves into a free space and your fellow player helps, then you take over his role.

The most important tasks of the second wave defenders are:

- Make it difficult or impossible for the attack to be mobilized from the opponent's goal area.
- Return to your goal as quick as possible and disturb the attack of the second wave.
- Finish the organization of the defense in the space in front of your goalarea.

5.8. End unit assessment

GAME SITUATION

Divide students into two teams. Let them play normal handball game by using all learned techniques (passing, dribbling reception, shooting and goalkeeping) with the respect of playing positions, the offensive and defensive tactics of handball in the field of play.

Points to consider:

- How players are positioning in the field of play.
- Each team must announce the attacking and defending systems, which they are applying in the field of play.
- All students must participate in the game as players or substitutes.

As a teacher facilitate both teams by refereeing the match to help them adhering to the basic handball rules. Moreover, count the goals scored by each team to determine the winning team.

5.9. Additional activities

5.9.1. Remedial activities

GAME SITUATION

Two teams play on the half court. Five attackers and six defenders with a goalkeeper. Defenders are near 6m line and attackers are aligned on the centre line. Attackers start by passing each other towards the goal to score the goal. Defenders try to stop the attackers. Attackers must attempt five consecutive attacks. If defenders intercept the ball, they should throw it to the attackers and start the attack from the centre line. Count the goals scored by attackers and change role after five consecutive attacks. The winner is the team with the highest number of goals in five consecutive attacks.

5.9.2. Consolidation activities

Use the same exercise in the remedial activity but with the following variations:

- Both teams have goalkeepers.
- Use the full court.
- During five consecutive attacks in case defenders intercept the ball, they become attackers immediately and play towards the opponent team. If the ball is re-intercepted by attackers, the game starts on the centre line and continue to count left attacks. If defending team score a goal it will become attacking team and count 5 consecutive attack until the ball is intercepted.

5.9.3 Extended activities

- Encourage students to actively participate in handball training sessions during co-curricular activities.
- Encourage students to participate actively in handball interclass competitions organized by the school.
- Encourage students to create local handball competitions in their villages.
- With the support of the school, students form teams and participate in handball competition organized by National School Sports Federation.

6.1. Key unit competence:

To perform basic netball tactics

6.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior five will learn better basic netball tactics if they have learned better techniques of playing netball in senior four and have developed basic motor control and movement exercises.

6.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of netball, the teacher must prepare and provide netball tactical exercises that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select netball exercises to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own sport materials that can help them to develop competences not only in netball game but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of netball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before to use them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the netball game and by setting clear and relevant instructions. He/ she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides netball activities and sets instructions that prevent sexual harassment or any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting netball exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

6.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to basic netball tactics in order to help them to predict what to be learned in the whole unit.

6.5. List of lessons/sub-heading

| | Lesson title | Objectives | Number of periods |
|---|---------------------------------------|--|-------------------|
| 1 | Offensive playing position in netball | To identify offensive playing positions in netball. To perform offensive tactics based on playing positions in netball. | 1 period |

| | | | |
|---|--|--|----------|
| 2 | Defensive playing positions in netball | To identify defensive playing positions in netball. To perform defensive tactics based on playing positions in netball. | 1 period |
| 3 | Playing tactics | To perform netball tactics in a game | 1 period |
| 4 | End unit assessment | To evaluate students' performance. | 1 period |

Lesson 1: Offensive playing position in netball

a. Learning objective

Students will be able to:

- To identify offensive playing positions in netball.
- To perform offensive tactics based on playing positions in netball.

b. Teaching resources

- Playground of netball
- Balls
- Stopwatch/Watch
- First Aid kits.
- Goal post
- Cones
- Whistles

c. Prerequisites/Revision/Introduction

Students of senior five will learn better this lesson if they have learned basic netball techniques in Ordinary Level and senior four.

d. Learning activities

Opening discussions

The teacher must check the readiness of students by checking out sports equipment and should check out sports infrastructure to be used during the lesson deliverance. After he/she should start the lesson by brainstorming students about the netball court and its area. Ask the questions, which direct them to predict/state/introduce the offensive tactics (new lesson), then invite students to start warm up session.

Warm up session

During warm up session, facilitate students in the following ways:

Warm up without the ball

- Guide students during the warm up session.
- Support/help/ demonstrate where is necessary.
- While doing warm up remember to use appropriate exercises for
- general warm up and specific warm up.

Warm up with the ball

ACTIVITY

Put six or more players in four corners making a square (at least two at each corner) passing the ball in a clockwise direction and then running behind the cone they just passed to as seen in the image below.

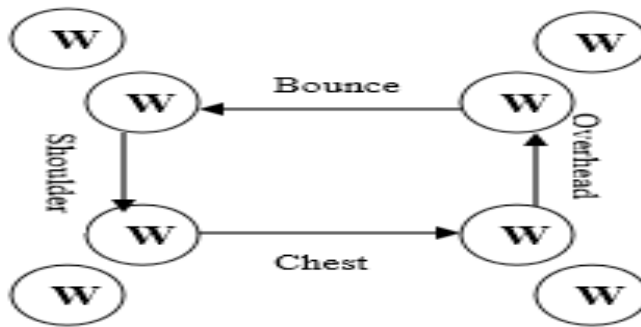


Fig 6.1: Passing exercise

Perform this exercise within 4-5 minutes. Let students perform stretching exercises systematically; randomly one may lead stretching.

e. Lesson body

Explain to the students the different offensive positions used in netball game, the roles and tactics for each player in his/her respective post.

i. Shooters/goal scores

• Goal Shooter (GS)

Tell students that GS plays in goal third and goal circles and goal third of the opposing team.

Her main role is:

- To shoot accurately from all areas of the circle.
- To receive the ball facing the goal.

- To take care of variety and timing because are vital.
- To jump high both to catch a pass and to retrieve a missed shot.
- To work efficiently with GA.
- To defend when necessary.

Show students the position of GS on the netball court and it playing area.

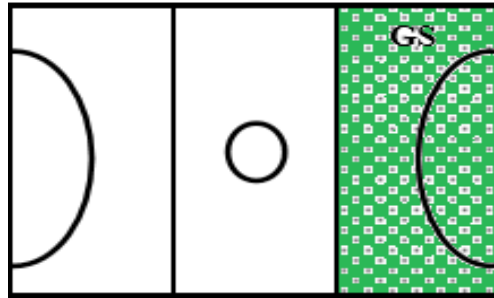


Fig 6.2: GS position

- **Goal Attack (GA)**

Tell students that GA plays in the centre of their opponent's goal third and goal circle.

Her main role is:

- To act as goal shooter.
- To feed the shooter accurately or sympathetically.
- To work harmoniously with the centre court players(C).

Show students the position of GA on the netball court and it playing area

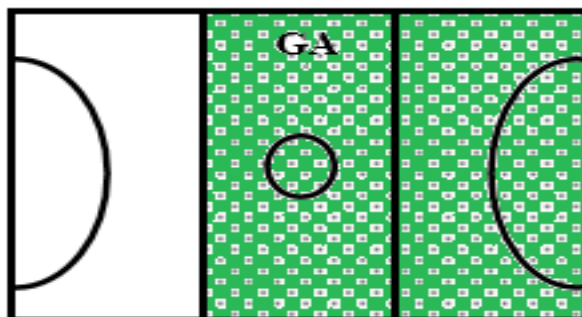


Fig 6.3: GA position

ii. Centre court players

- **Wing Attack (WA)**

Tell students that **WA** plays in their opponent's team third and the centre third but not in the goal circle.

Her main role is:

- To feed the circle accurately.
- To land facing the goal.
- To make your last move as near the circle as possible to increase accuracy of pass.
- To allow **GD** and **WD** freedom in their attacking area.

Show students the position of WA on the netball court and its playing area.

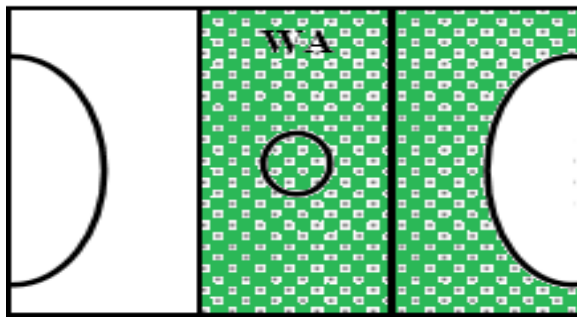


Fig 6.4: WA position

- **Centre (C)**

Tell students that C plays a vital role in a netball game. They are allowed to move over the whole court except the goal circle.

Her main role is:

- To link attack and defence.
- To distribute accurate centre passes.
- To direct but do not dominate the game .
- To work with **WA** to cover the attacking circle.

Show students the position of **C** on the netball court and its playing area.

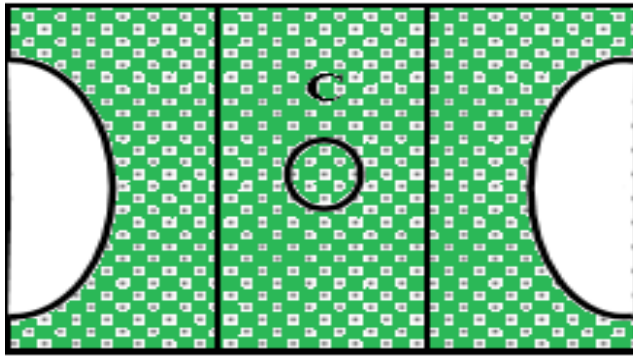


Fig 6.5: C position

APPLICATION ACTIVITY 1

Individually students take offensive playing positions on the netball court by showing the playing areas of the position of that position.

In group of five students let them perform the following exercises on the court by using the following positions: **WD, C, WA, GA** and **GS**.

Description of the activity

WD, C and **WA** are placed on the court as seen below

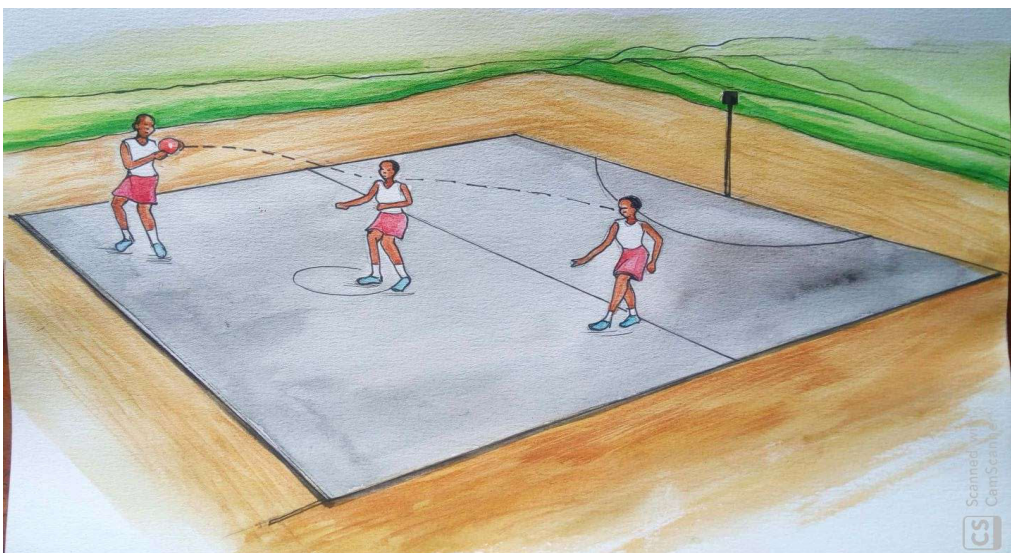


Fig 6.6: Combination of passes between **WD, C** and **WA**

WD passes the ball to C, and then C passes the ball to WA. Immediately C goes to goal third. WA passes the ball to C, then C pass to GA who is in the goal circle. GA passes the ball to GS who is also in the goal circle near the goal post and shoot the ball into the basket.

Cool down

- Let students practise cool down exercises and light stretching by focusing on used muscles.
- Guide students how they can stretch their muscles accordingly.

Closing discussion

• Reflect

- Which challenges/advantages did you face during taking offensive positions in netball?
- How did you proceed in order to perform those exercises of taking offensive positions in netball?

• Connect

- What are conditions do you need in order to perform taking offensive positions in netball?

• Apply

- What is the usefulness of taking offensive positions in netball?

Lesson 2: defensive playing position in netball

a. Learning objective

Students will be able to:

- To identify defensive playing positions in netball.
- To perform defensive tactics based on playing positions in netball

b. Teaching resources

- | | |
|-------------------------|-------------|
| – Playground of netball | – Whistles |
| – Balls | – Balls |
| – Stopwatch/Watch | – Cones |
| – First Aid kits. | – Goal post |

c. Prerequisites/Revision/Introduction

Students of senior five will learn better this lesson if they have learned about basic netball techniques and have learned basic rules of netball.

d. Learning activities

Opening discussions

The teacher must check the readiness of students by checking out sport equipment and should check out sports infrastructure to be used during the lesson deliverance. After he/she should start the lesson by brainstorming students about the netball

court and its area. Ask the questions, which direct them to predict/state/introduce the defensive tactics (new lesson), then invite students to start warm up session.

Warm up session

During warm up session, facilitate students in the following ways:

- **Warm up without the ball**
 - Randomly choose one student to lead the warm up session.
 - Support/help/ demonstrate where is necessary.
 - While doing warm up remind the leader to use appropriate exercises for general warm up and specific warm up.
- **Warm up with the ball**

In group of six students with one ball, let them perform exercises of passing among them by using different passes.

e. Lesson body

Explain to the students the different offensive positions used in netball game and the roles and tactics for each player.

Wing Defence (WD)

Tell the students that WD plays in the centre third and goal third of their team.

Her role is:

- To defend and initiate moves from interception.
- To make opponent's task more difficult by denying them prime attacking space.
- To interchange with both GD, C and WA.
- To work with **C** to cover the defending circle.

Show students the position of WD and it playing area on the court.

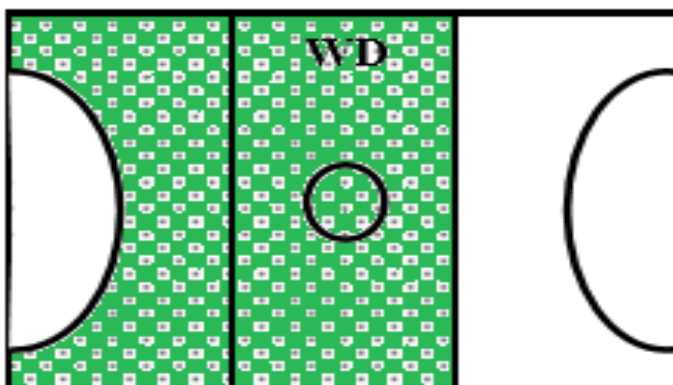


Fig 6.7: WD position

Goal Defense (GD)

Tell the students that GD plays in the centre third, goal third and goalcircle of their team.

Her role is:

- To vary method of defence
- To keep ball and opponent in full vision
- To position intelligently in circle
- To initiate attack, play quickly and efficiently
- To interchange with GK on attack and defence
- To intercept from static and moving positions
- To cover shots and rebounds

Show students the position of GD and it playing area on the court.

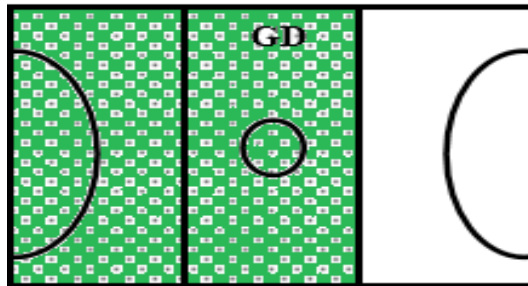


Fig 6.8: GD position

Goal keeper (GK)

Tell students that GK plays in the goal third and goal circles of their team.

Her role is:

- To act as goal defense.
- To have close marking and movement in a small area.
- To utilise good upward spring.

Show students the position of GK and it playing area on the court.

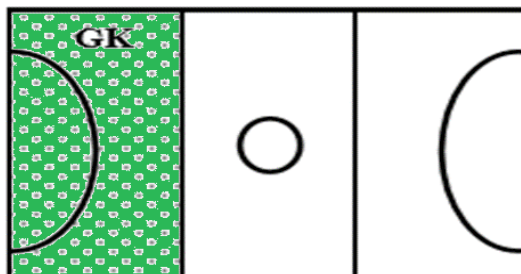


Fig 6.9: GK position

APPLICATION ACTIVITY

Individually students take offensive playing positions on the netball court by showing the playing areas of the position taken. Learners Student splay a normal game.

Cool down

- Let students practice cool down exercises and light stretching by focusing on used muscles.
- Guide students how they can stretch their muscles accordingly.

Final discussions

- **Reflect**
 - What are challenges/advantages did you face during taking defensive positions in netball?
 - How did you proceed to perform those exercises of taking defensive positions in netball?
- **Connect**
 - What are conditions do you need to perform taking defensive positions in netball?
- **Apply**
 - What is the usefulness of taking defensive positions in netball?

Lesson 3: Playing tactics in Netball

a. Learning objective

- To identify defensive playing positions in netball.
- To perform defensive tactics based on playing positions in netball

b. Teaching resources

- | | |
|-------------------------|-------------|
| – Playground of netball | – Whistles |
| – Balls | – Balls |
| – Stopwatch/Watch | – Cones |
| – First Aid kits. | – Goal post |

c. Prerequisites/Revision/Introduction

Students of senior five will learn better this lesson if they have learned about basic netball techniques and have also learned basic rules of netball.

d. Learning activities

Opening discussions

The teacher must check the readiness of students by checking out sport equipment and should check out sports infrastructure to be used during the lesson deliverance. After he/she should start the lesson by brainstorming students about the netball court and its area. Ask the questions, which direct them to predict/state/introduce the defensive tactics (new lesson), then invite students to start warm up session.

Warm up session

During warm up session, facilitate students in the following ways:

- Randomly choose one to lead the warm up session.
- Support/help/ demonstrate where is necessary.
- While doing warm up remind the leader to use appropriate exercises for general warm up and specific warm up.

Let them stretch their muscles properly.

e. Lesson body

Teacher tells students that they are going to learn attacking and defending strategies (tactics) in netball game.

Attacking strategies

Explain to the students different attacking strategies to use while playing netball game.

- **Dodge (feints and deceptions)**

Tell students that dodging is a quick and sharp movement; usually from a stationary position, aimed at wrong footing the opponent. Demonstrate how to perform dodging and let students perform it in pairs.

Remind them to:

- Keep their feet no more than their shoulder width apart.
- Keep their knees bent in preparation for the quick movement and make sure the head is kept up.
- Use the weight of their body over the feinting foot to fool the opponent.
- Make one or two steps away from the intended catching position.



Fig 6.10: Dodging

- **Change of direction (changes of speed and/or direction)**

Tell to the students that changing direction assist the player to create space and often wrong foot their opponent. Demonstrate them how to change direction and let them apply it in pairs.

Remind them to:

- Push off using their outside leg.
- Dodge, pivot and change of speed.

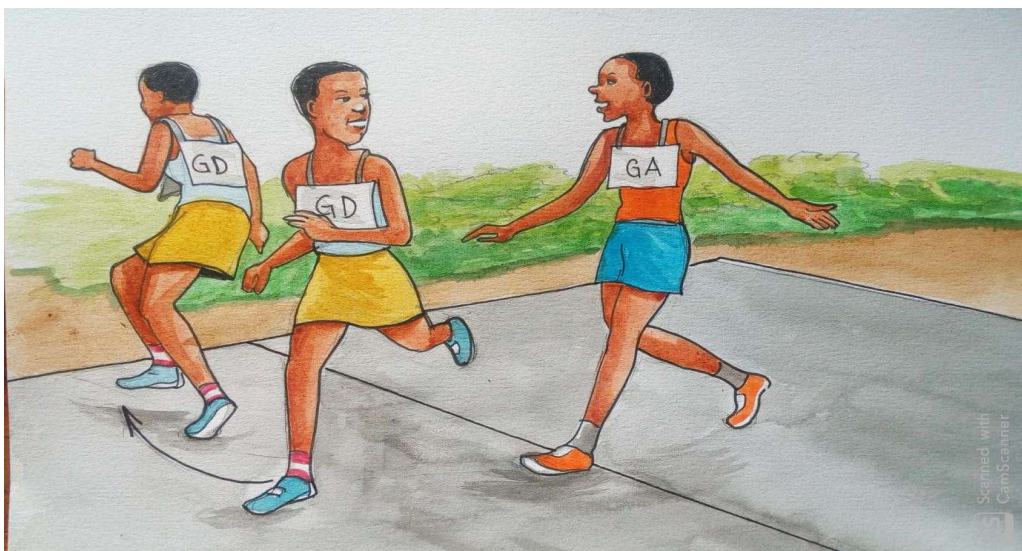


Fig 6.11: Change of direction

ACTIVITY 1

Work in groups of four. Players drive through the cones focusing on a strong change of direction. Push off on the outside foot at each cone to drive hard the other way.

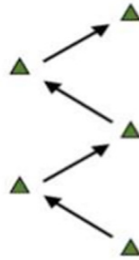


Fig 6.12: Changing direction exercises

- **Change of pace (speed of running stops and restarts)**

Tell to the students that change of pace will be used to get free. Demonstrate them how to perform it and let them do it individually.

Remind students to:

- Adopt a very abrupt change of speed leaving the opponent to continue running.
- Sprint, slow down and then suddenly sprint of again in a new direction outprinting the opponent who not expecting a second increase in speed, has also slowed down.

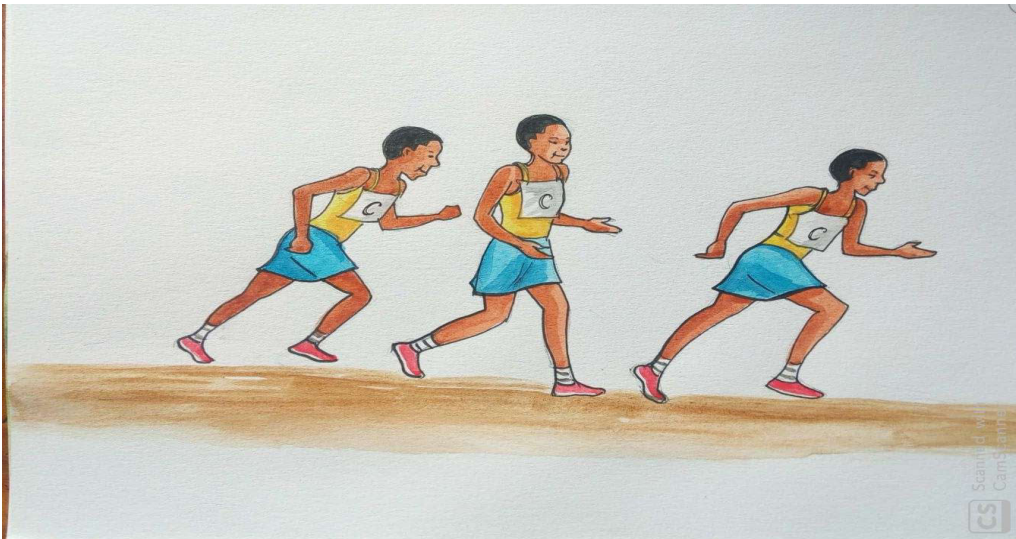


Fig 6.13: Change of pace

ACTIVITY 2

Players complete a straight drive out to the cone, and then change direction and drive for a second time to receive a pass. Use two different variations for this drill.

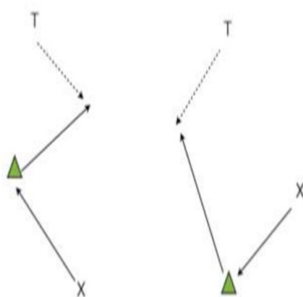


Fig 6.14: Changing direction

Defensive strategies

Explain to the students defensive strategies to use while playing netball game.

- **Hand over the ball (attempting to block a pass or shot)**

Explain student show to hand over the ball and let them apply in in pairs.

Remind students to:

- Step quickly or jump back 0.9m distance, as soon as their opponent takes possession of the ball.
- Keep their head up with eyes on ball and opponent.
- Stand with feet shoulder-width apart, knees, hips and ankles slightly bent.
- Stretch both arms out and in position over the ball.
- Follow' the ball with their arms, blocking the path of the ball as much as possible.
- **Rebounding (attempt to gain possession from an unsuccessful shot)**

Explain and demonstrate student show to gain possession from unsuccessful shot and let them apply three, one shooter and students under the goal post one defender and one attacker.

Remind students to:

- Reposition in preparation to leap and attempt to gain possession of the rebound.
- Deflect the ball to a teammate.
- To prevent a pass being made if marking the non-shooting attacker.
- Be ready to jump to gain possession of an unsuccessful shot.

- **One on one shadowing**

Explain and demonstrate student show to perform one on one shadowing and let them apply in pairs.

Remind students to:

- Stand in front of opponent with back to the attacker and body halfway across opponent's body.
- Keep their arms close to sides of body.
- Keep their feet shoulder-width apart, knees bent, weight slightly forward over toes and back upright.
- Maintain their vision to see attacker and the ball.
- Shadow their opponent's moves using fast small steps.
- Aim to move feet, keep head up, maintain vision of the attacker, and not swing head.

- **Intercepting a pass and a throw**

Explain and demonstrate student show to intercept the ball. Let them apply it in group of three students.

- **Intercepting a pass**

Remind them to:

- Use small quick steps to prepare for an extended leap to intercept the ball, from the covering position.
- Use the footwork techniques to control the subsequent landing



Fig 6.15: Interception of a pass

- **Intercepting a throw**

Remind them to:

- Stand facing the thrower 0.9m away from the first landed foot with the feet slightly apart and the knees slightly bent.
- Hold the arms ready to anticipate the direction of the throw or shot.



Fig 6.16: *Intercepting a throw*

- **Marking an opponent**

Explain and demonstrate to the student show to mark the opponent and let them do it in pairs or groups with or without the ball.

Remind them to:

- Mark their opponents; they are standing so close to them that they are not in a safe for receiving a pass. This is a primary objective in defense that is preventing their opponent from taking part in the game.
- Take their body position, which should at all times allow them to see the flow of the game (the movement of ball and opponent).
- Position themselves side on to their opponent, either slightly in front or slightly behind, depending on which direction they would like to prevent movement.



Fig 6.17: *Marking opponent*

- **Zone Defending**

Explain and demonstrate student show to defend the specific zone based on the movement of the ball in the court. Let them apply it in a game situation.

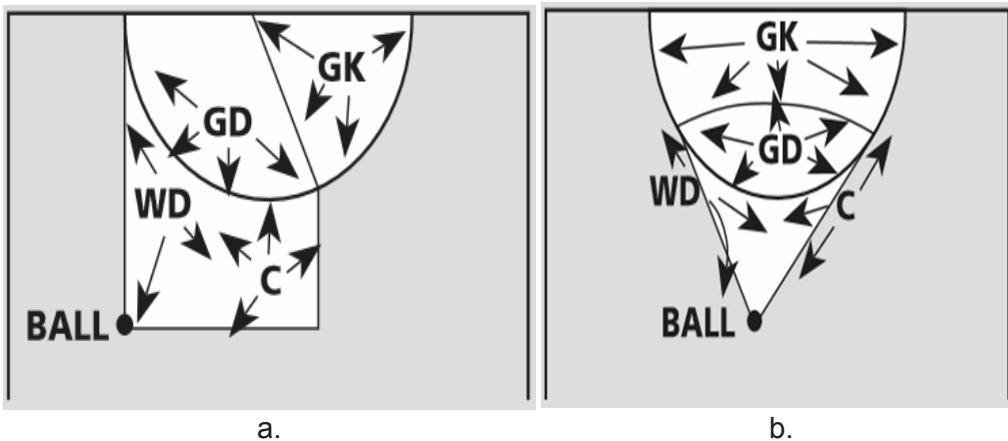


Fig 6.18: *Zone defending*

APPLICATION ACTIVITY

Organise four players, two defenders and two attackers. The defenders take starting positions for one-on-one defence. When the attackers move the defenders stay close for three (3) seconds. The defenders work hard to shadow every move. The defenders keep a changing position, as do the attackers, to the side, back and the front. If the attackers succeed in passing the ball, try to deflect or intercept the pass. Count the number of ball intercepted and number of goals scored. In a given period, if the defending team has intercepted many balls will be the winner, if the attacking team has scored, many goals will be the winner.

Variation

Let students play a normal netball game. Request them to use mastered tactics. The winner is the team that has scored more goals.

Cool down

- Let students practise cool down exercises and light stretching by focusing on used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

- **Reflect**
 - What are challenges/advantages did you face during performing playing tactics in netball?
- **Connect**
 - What are conditions do you need in order to perform playing tactics in netball?
- **Apply**
 - What is the usefulness of playing tactics in netball?

6.6. Summary of the unit

Netball is the game, which is played based on different playing positions of players on the court and the court areas. Playing positions determine the roles and actions of the player who is on that position. There are seven positions in netball namely:

Goalkeeper (GK), Goal defence (GD), Wing defence (WD), Centre (C), Wing Attack (WA), Goal attack (GA), Goal score (GS). During playing netball all players participate based on their roles. Some are playing the role of defending such as GK, GD, and WD. Others play the role of offending such as: WA, GA and GS. One

player (C) coordinates the action of launching the attacking and become to defend while her team loses the ball.

Skills (strategies) are needed in netball game in order to win the match or improve performance. Those strategies are related to offensive and defensive.

Offensive strategies are as follow:

- Hand over the ball (attempting to block a pass or shot).
- Rebounding (attempt to gain possession from an unsuccessful shot).
- One On One Shadowing.
- Intercepting a pass and a throw.
- Zone Defending.

Defensive play as of the follow:

- Dodge (feints and deceptions).
- Change of direction (changes of speed and/or direction).
- Change of pace (speed of running stops and restarts).

6.7. Additional Information for teachers

To have a very good tactics in Netball requires high levels of physical and mental ability, excellent techniques and skills, and a good physical fitness.

Because of the rule structure of the game, netball is a game of precise tactics, but it should never be forgotten that skills are the vocabulary on which these tactics are based. Tactics should be practised and understood by all players (court players and substitutes) but tactics must allow for flexibility, giving players the opportunity to use them creatively and with flair. Players who have acquired skills that are more advanced may use greater flexibility of tactical play. In netball game, we need transition, where a team changes tactical role. This may occur:

- At the start or re-start of play.
- After a set piece.
- After a break in an attacking or defensive.

Netball is a game of speed and anticipation. The rules that cover time and space, plus the territorial limitations, mean that turnovers can occur suddenly at any point on the court. The team that can respond the quickest, getting all members focused and reacting as a unit has the greatest potential for success.

Set pieces in netball play a great role in playing the game. Those set pieces are the following:

- Toss up.
- Throw in.
- Penalty pass.
- Penalty shot.
- Centre pass.

Successful set pieces depend on:

- Speed of reaction.
- Speed of response.
- Understanding of the rules.
- Well drilled team plans.

6.8. End unit assessment

GAME SITUATION

Form teams consist of seven students, let them take their respective positions on the court and start play normal netball game. If there are many teams changing of team will be after five minutes. Give team A role of attacking and to team B with the role of defending. Within a given period, count the number of goals scored.

If B has scored more goals than A, B team will get 3 points A team gets 1 point. If they tie B team gets 1 point and A team gets 0 point. If B win, it will get 2 A team gets 0 point.

6.9. Additional activities

6.9.1. Remedial activities

GAME SITUATION

Two players with one ball stand 2 m apart.

- Player 1 passes a short quick chest pass directly to player 2 who catches and returns the ball.
- Player 1 then passes a lob over the head of player 2 and into the space behind her.

- Player 2 must keep her eye on the ball, turn body on an angle and run to get body under the ball in order to catch it. Player 2 passes a shoulder pass back to player 1 and quickly returns to her starting position. Player 2 alternates between receiving short-pass passes and high overhead passes.
- Swap after 30 seconds.

Variation

- Only one player moves at a time while doing this drill, the other is the passer.
- The catcher must move quickly backwards and again forwards to her starting position, always keeping her eyes on the ball.

6.9.2. Consolidation activities

GAME SITUATION

In group of eight up to ten players in a circle with one ball:

- Players stand in a circle and hold hands.
- Each take four steps backwards to create a wide-open circle.
- One player has the ball and can throw to any of the players in the circle.
- On passing the ball, she must follow her pass and defend the next pass made.

Variation

- Vary the pass made.
- Stick on three-second rule.
- Stay 0.9m passer and defend the ball.
- A second ball can be added to the circle.
- Enlarge the circle.

6.9.3. Extended activities

GAME SITUATION

Eight or more players and two balls. Players form a square (in the Centre third, using the center as the cross over point) with two players standing at each corner

- Players 1 and 3 each have a ball.
- Players 2 and 4 run towards the center circle and get the ball from their left.
- On getting the ball, they pass it forward to the players waiting on the opposite corner (players 6 and 8).
- Players 1 and 3 then begin to run towards the center circle get the ball on the left from players 6 and 8 and pass forward to players 5 and 7.

Points to consider

- This drill requires high levels of concentration.
- Players must be able to get a ball on the move from one direction on and pass it in another direction on without making any footwork or handling errors.
- As players progress, this drill should be done with more speed.
- Players can progress to get the ball on the right, i.e. change the direction of the drill.

7.1. Key unit competence:

Perform different Goalball tactics

7.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior five will learn better basic tactics of playing goal ball if they can perform basic techniques of goal ball as they learned in senior four and have developed basic motor control and movement exercises.

7.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of goal ball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator must consider different special education needs and select goal ball activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his/her teaching/learning of goal ball by providing the local and no cost teaching and learning material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of goal ball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the goal ball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides goal ball activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting goal ball exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

7.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to different tactics needed to play Goalball in order to help them to predict what to be learned in the whole unit.

7.5. List of lessons/sub-heading

| | Lesson title | Objectives | Number of periods |
|---|-------------------------------|--|-------------------|
| 1 | Offensive tactics in goalball | Perform tactical exercises of handling and throwing the ball in different positions. | 1 period |

| | | | |
|---|---------------------------------------|--|----------|
| 2 | Defensive tactics in Goalball | Perform tactical exercises of blocking and catching the ball in lying, knees, crouching and diving position. | 1 period |
| 3 | Applying learning tactics in Goalball | Play a short Goalball game to apply the learnt techniques and tactics. | 1 period |
| 4 | End unit assessment | To evaluate students' performance. | 1 period |

Lesson 1: Offensive tactics in Goalball

a. Learning objective

Perform tactical exercises of handling and throwing the ball in different positions.

b. Teaching resources

- Goalball playground.
- Bell balls / Any other objects of varying size which make sound.
- Stopwatch/Watch.
- First Aid kits.
- Knee and Elbow Pads.
- Whistle.
- Eyeshades/Blindfolds.

c. Prerequisites/Revision/Introduction

Students of senior five will learn better the offensive tactics in goalball if they can execute basic physical exercises and perform basic goalball techniques learned in year one.

d. Learning activities

Opening discussions (in a semi-circle formation)

Check the students' readiness. In pairs students brainstorm about different goalball techniques learned in senior four. Let some groups present their findings. Assist them to clarify their findings. Introduce defensive and offensive goalball techniques learnt in senior four. Ask students to choose assistants and determine the limits of the game playing area and to enforce respect of the rules. Invite them to start warm up exercises and stretching

Warm up exercises

- Let the students perform warming up exercises. They should jog around, stretch and strengthen their muscles systematically.

- One student can lead warm up and stretching exercises.
- Guide students while performing warm up and stretching exercises (let them perform warm up without using eyeshade).

e. Lesson body

Tactical exercises of handling and throwing the ball in different positions

- Explain to the students tactics of throwing the ball in goalball.
- Demonstrate how to handle and throw the ball tactically.
- Let students apply it individually on the goalball court.

- **For handling the ball**

During the process of setting up a throw to face the opponent team, a thrower should do the following:

- To walk backwards onto the goal bar so that the bar is felt equally across the back.
- To use the court orientation lines (forward direction).
- After those, grip the ball with one hand if not use two hands, place part of the fingers in one of eight holes, and get ready to throw the ball.

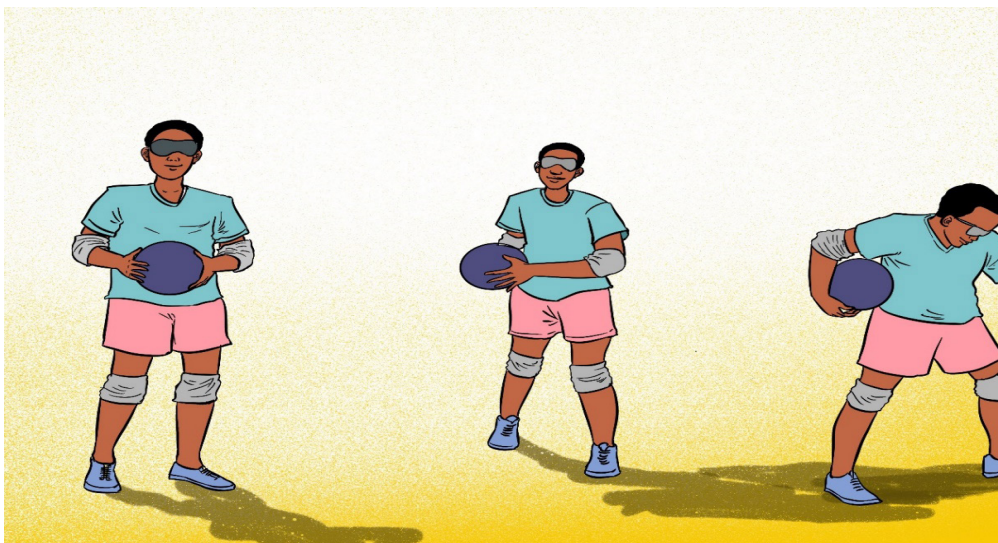


Fig 7.1: Handling the ball before throwing

- **While throwing the ball**

Remind students that:

- Throwing the ball in goalball is a skill that generally considered as one-handed roll.

- While throwing the ball try to focus on speed and accuracy by using frontal, spin or between legs throw.
- In official goalball match, attacking take into account the attack phases (preparation and throwing), player position (centres and wings) and different styles to be used while throwing the ball in goalball such as rolling forward, between legs throwing, ten-pin bowling, side throw, discuss throw and silent throw.

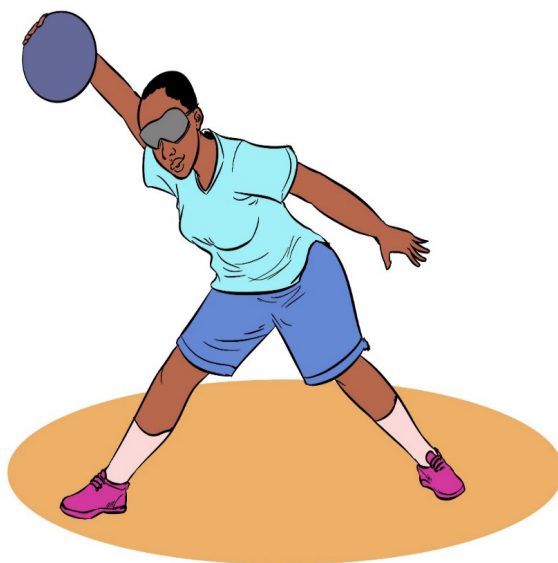


Fig 7.2: *Preparation for throwing the ball*

Tell the students to respect steps while throwing the ball by using one- handed delivery and a simple three-step approach:

- First step (left) short and quick, while other two steps should have a longer stride (First step is when students swing the ball back (always supporting it with the other hand from underneath).
- On the second step, bring ball forward and lower body close to the floor.
- On the third step, student slides on the left foot and body should be low. Request students to throw the ball in less than 10 seconds.

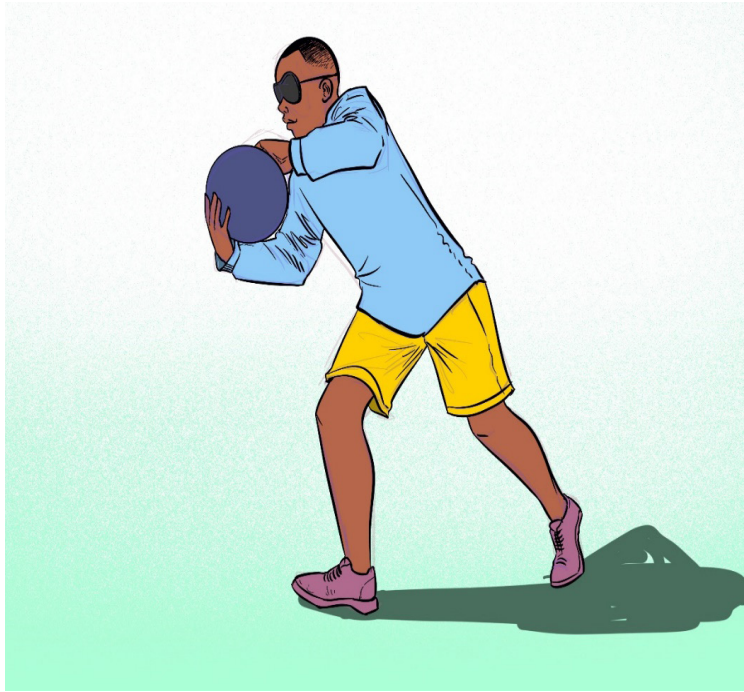


Fig 7.3: Preparation for throwing the ball

TASK / ACTIVITY

Step 1

In pairs, request one student to hold the ball in one hand with the fingers spread and supporting the ball with the other hand. Ask him/her to draw the ball backward by releasing supporting hand and extend the arm to a distance that maintains control of the ball. Ask him/her to step forward with the opposite leg to his/her throwing arm and keep both feet pointing in the direction of the throw.

Step 2

Student swings the ball forwards very quickly and release the ball close to the floor so that it makes very little sound. Let all students perform this exercise.

Points to consider

- Ensure the other arm is extended outwards to help balance.
- To follow through the following arm in the direction that he/she wishes the ball to travel.
- Keep the knees bent.

Students sit in a five-point star shaped formation without wearing eyeshades. One student is given the Goalball or any other objects of varying size, which make sound to begin the game.

One student throws the ball to another student across the star. Before the throw is made the student, who is going to receive the ball must use verbal sign to indicate where he/she is located.

Modifications/Variations:

- All students use eyeshades.
- Instead of verbal sign, students knock on the floor to signal the thrower.

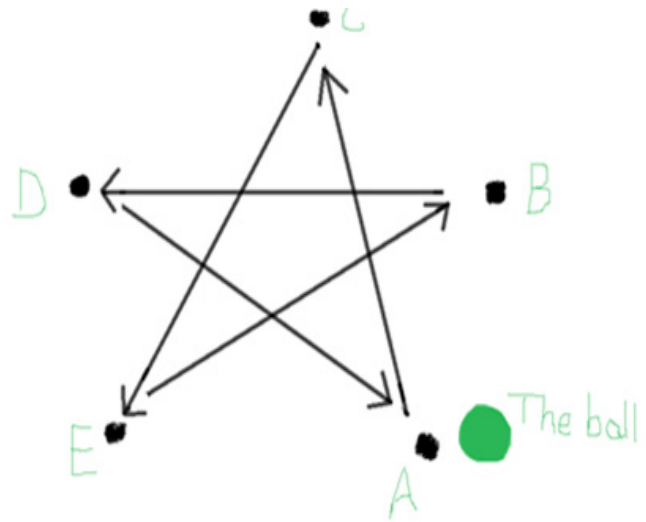


Fig 7.4: Five-star passing



Fig 7.5: learner with eyeshade or blind folded

Cool down

- Let students practise cool down exercises and light stretching by focusing the most used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

• Reflect

- Which challenges/ advantages did you face during performing tactical exercises of handling and throwing the ball in different positions in Goalball?

• Connect

- What are conditions do you need in order to perform tactical exercises of handling and throwing the ball in Goalball?
- What kinds of sports do you think people who are blind play?

• Apply

- What is the usefulness of applying tactics in Goalball?
- What are some of the criteria to become an elite Goalball player?

Lesson 2: Defensive tactics in Goalball

a. Learning objective:

Perform tactical exercises of blocking and catching the ball in lying, knees, crouching and diving position.

b. Teaching resources

- Goalball playground.
- Bell balls / Any other objects of varying size which make sound.
- Stopwatch/Watch.
- First Aid kits.
- Knee and Elbow Pads.
- Whistle.
- Eyeshades/Blindfolds.

c. Prerequisites/Revision/Introduction

Students of senior five will learn better the defensive tactics in Goalball If they can execute basic motor control and movement exercises and perform basic Goalball techniques learned in senior four.

d. Learning activities

Opening discussions (in a semicircle formation)

- Check the students' readiness.
- In pairs students brainstorm about different goalball techniques learned in senior four.
- Let some groups present their findings.
- Assist them to clarify their findings.
- Recall defensive and offensive goalball techniques learnt in senior four.
- Invite them to start warm up exercises and stretching.

Warm up exercises

- Let the students perform warming up exercises. They should jog around, stretch and strengthen their muscles systematically.
- One student can lead warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e. Lesson body

A. Players positioning

• STANDARD V

Explain students that standard V is a good position for beginners, particularly as the head and feet of each player should not contact with another player.

Description of standard V position on the goalball court

- The wingers mark off with the side orientation markers, and the center player marks off the forward center marker.
- The ball should be connected with the center player (position B) it may be thrown towards the wingers (A or C) and if not grabbed by a winger, should go off court rather than into the goals (good defense).

In group of three students let them practices standard V position as shown on the image below.

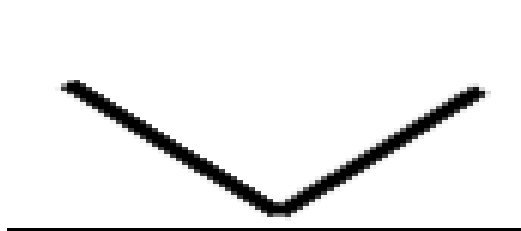


Fig 7.6: Standard v

- **REVERSE V**

Description of reserved V position on the court

- - The center player marks off the center rear line marker, with the wingers playing forward of the center player.
- - An incoming ball may then be channeled towards the center player.
- - The playing position is susceptible to cross-court balls and does not leave much room for error because it is quite close to the goals.

In group of three students let them practices reverse V position as shown on the image below.

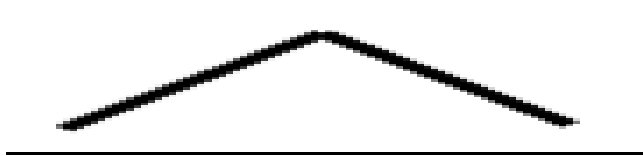


Fig 7.7: Reverse v

- **STRAIGHT ACROSS**

Description of straight across position on the court

- Players can play across the front line, across the back line, or in a line across the court anywhere in between.
- A team must practice this move, as poor positioning will result in feet and heads coming together.

In groups of three students let them practices straight across position as shown on the image below.



Fig 7.8: Straight across

- **OVERLAP**

Description of overlap position on the court

- In this move, one winger goes forward of the center player while the other winger goes back.
- This move requires coordination between all members to be effective.

In groups of three students let them practices overlap position as shown on the image below.

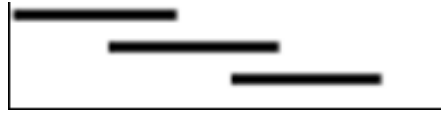


Fig 7.9: *Overlap*

Body position while defending

With nine meters of goal and three members on a team, each member needs to lay down and stretch out to cover three meters each to make an impregnable line.

Defensive movements

Explain students that all defensive techniques rely on a players' ability to orientate on the court. Good knowledge of player orientation lines and good use of communication is necessary and helpful.

Request students to:

- Place their fingers upon a player orientation marker, and squats down.
- Keep shoulders square to the front, with the knee of one leg on the floor and the other leg stretched outright towards the side of the court to allow quick movement to either lie down or move further around the court.
- Keep the fingers on the orientation marker to help a player quickly return to the squatting position after lying down.
- Stand up to deliver the ball before quickly returning to the squat and the orientation marker.

B. Blocking and catching the ball.

To block and catch the ball, the following actions should be done.

- Start with feet shoulder width apart, knees slightly bent, arms forward with elbows slightly bent.
- Listen to the direction of the ball if the ball is going to the right, then carefully the students should lower themselves to floor and then quickly lower knees and hips on right side of body; make themselves as long as they can by stretching out arms and legs.

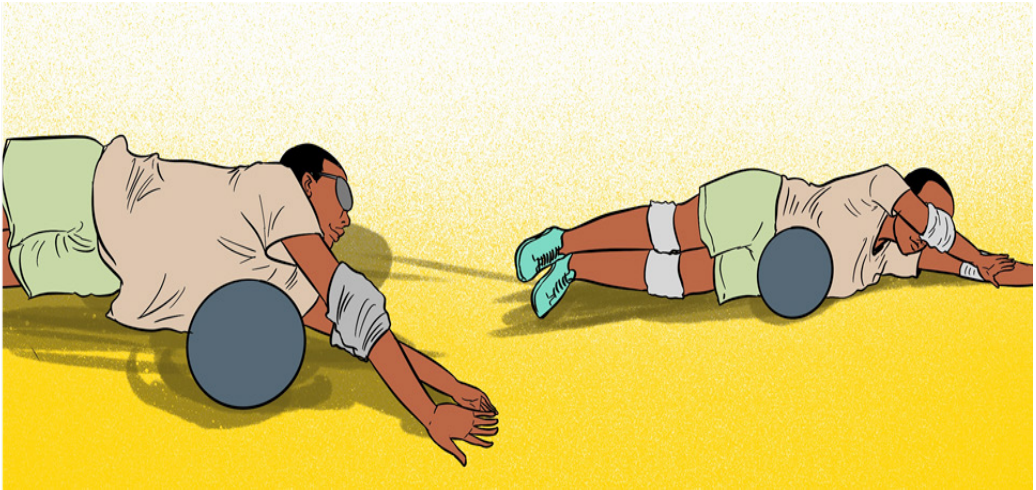


Fig 7.10: *Blocking the ball*

- Arms should be brought in front of the face to protect their face from being hit and head should tilt back slightly.
- Block the ball from a horizontal lying position with arms and legs fully extended (The fully extended body should be tilted slightly forward (top hip toward opposing side), so that the ball deflects down to the floor when it makes contact with the player. If the top hip is tilted away from the opposing side, the students' body will act like a ramp, deflecting the ball up and into the net).

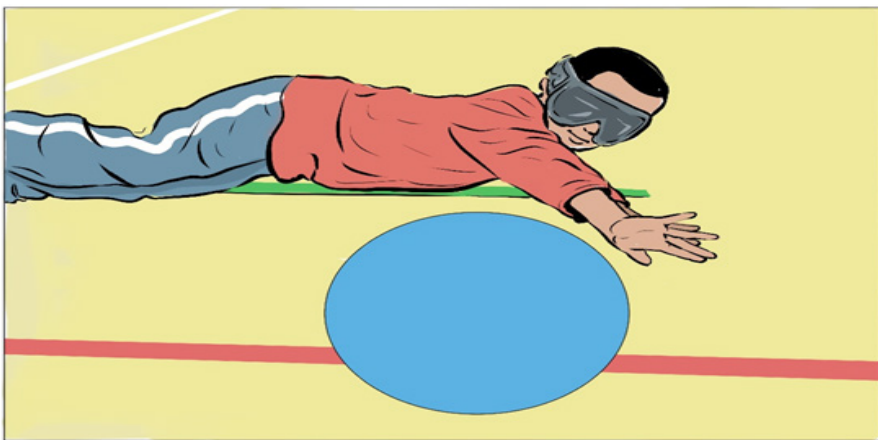


Fig 7.11: *Blocking the ball*

- Catch the firmly in order to launch your throwing towards the opponent team.

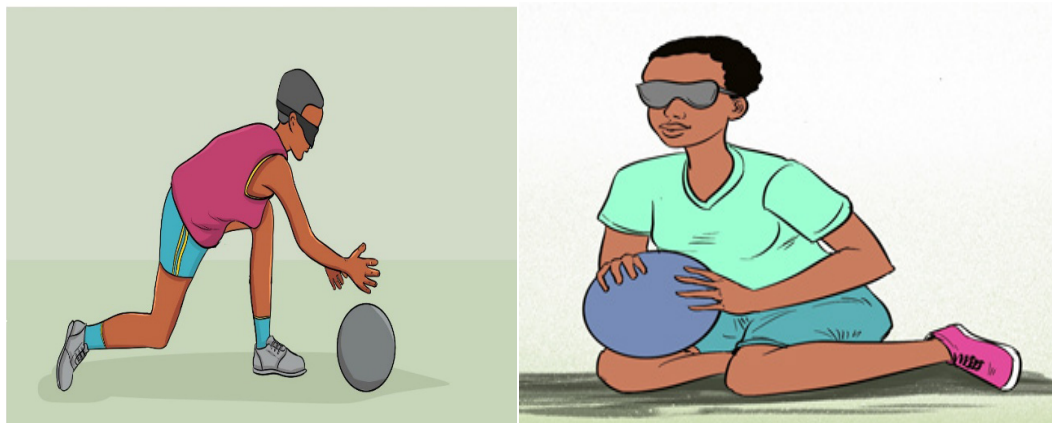


Fig 7.12-13: Catching the ball

In pairs let students perform blocking the ball on the goalball court.

Remind students that diving should be also used while blocking the ball.

APPLICATION ACTIVITY

In pairs, one student try to score by hitting the wall behind the opposite defending students.

Variation

- Let students practice the same exercises in team of 2 vs 2, 3vs 3.
- Let students play a normal game by using teams of three persons.

Cool down

- Let students practise cool down exercises and light stretching by focusing to the most used muscles.
- Guide students how they can stretch their muscles accordingly.

Closing discussion

• Reflect

- Which challenges/advantages did you face during performing tactical exercises of blocking and catching the ball in different positions in Goalball?

• Connect

- What are conditions do you need in order to perform tactical exercises of blocking and catching the ball in Goalball?

• Apply

- What is the usefulness of applying tactics in Goalball?
- What are some of the criteria to become an elite Goalball player?

Lesson 3: Applying learning tactics in Goalball game situation

a. Learning objective

Play a short Goalball game to apply the learnt techniques and tactics.

b. Teaching resources

- Goalball playground.
- Bell balls / Any other objects of varying size which make sound.
- Stopwatch/Watch.
- First Aid kits.
- Knee and Elbow Pads.
- Whistle.
- Eyeshades/Blindfolds.

c. Prerequisites/Revision/Introduction

Students of senior five will apply better the learned goalball techniques and tactics in game situation if they are able to apply different Goalball offensive and defensive techniques and strategies learned in senior four and in the previous lessons of senior five.

d. Learning activities

Opening discussions (in a semicircle formation)

- Check the students' readiness.
- In pairs, students brainstorm about different goalball offensive and defensive tactics learned in the previous lessons.
- Let some groups present their findings.
- Assist them to clarify their findings.
- Describe the game situation you are going to use.
- Invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform warming up exercises. They should jog around, stretch and strengthen their muscles systematically.
- One student can lead warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e. Lesson body

GAME SITUATION

Prepare the court and materials to be used while playing Goalball. Divide students into groups of three. Choose three officials to lead the game including a referee, timekeeper and a scorekeeper and set duration of the game. Each half has five minutes.

- Determine which team starts with the ball by using coin tossing.
- Request teams to line up beside their goal where the referee will check their eyeshades.
- Referee request players to move onto court with their eyeshades on and
- find their player orientation marks.

Opening the game

- Let students play the first two minutes without eyeshades, but there after, in three minutes' eyeshades should be worn.
- Request students not throw the ball so hard towards their teammate.

Procedures

- The referee, after consulting the table officials who do the scoring and timing, will call 'Centre' followed by throwing the ball towards the person in the center of the team taking possession of the ball for the first throw.
- As soon as the player touches the ball, the whistle is blown three times, followed by the call 'Play'.
- The team now has ten seconds in which to throw the ball towards the other goal, and the game is started.
- If the ball goes over the edge, it will be called 'out', dropped back to the nearest player, called 'play' and off it goes again. A whistle will indicate if the ball goes out more than 1.5 meters from the side, and a goal judge will retrieve the ball. Usually following the standard phrase of 'Quiet Please', there will be a whistle, and called 'play' and the game continues.

During the play time-outs, team time-out, substitutions will be made. Remind students not to remove their eyeshades unless permitted by a referee. Where an official time-out is called, the ball will be taken from a player, and then dropped back in from the sideline.

Half time

- The referee will whistle the end of the half, followed by '**Half time**'. Once a player walks off the edge of court, eyeshades may be removed.

- Within the half time period, the team will swap ends and team bench areas, get some water, substitute some players, and be ready to go back on court.
- The referee will recheck the eyeshades; players enter the court and get ready for the second half. The referee will call '**Centre**', whistle three times, and call '**Play**' and the game is back on!

Finishing the game

- After the second, half of ten minutes has expired, the referee will whistle and call '**Game**' (If the score is tied, there will be a three-minute break and then overtime of two three-minute halves).
- At the conclusion of the game, players may remove their eyeshades and then walk to the center of the court or towards the score table.
- The teams then shake the hands of the opposing team in a show of good sportsmanship and fellowship.

The winner is the team with the highest score.

Cool down

- Let students practise cool down exercises and light stretching by focusing the most used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

- **Reflect**

- How do you feel playing Goalball?
- Which challenges/advantages did you face during performing different games and developmental activities to apply tactics in Goalball?

- **Connect**

- Do you think Goalball is real sport? Should it be played during the Paralympic Games?
- What are conditions do you need to perform different games and developmental activities to apply tactics in Goalball?

- **Apply**

- Do you think it is easy to become an elite Goalball player?
- What is the usefulness of applying tactics in Goalball?
- What are some of the criteria to become an elite Goalball player?

7.6. Summary of the unit

Strategies are needed in goalball game in order to improve performance and win the match. Those strategies are related to offensive and defensive.

Offence strategies:

To score, a player must roll or bounce the ball down the length of the court, pass the opposing defenders, and into the opponents' goal. Typically, the player with the ball will stand; orient themselves using the tactile lines, sounds from teammates, and/or the crossbar of their own goal. The player will then stride forward, lean low, and roll or side arm the ball down the court.

The ball must hit in the player's own landing zone, and anywhere in the neutral zone. So long as it hits each zone, the style of throw is entirely up to the player in question.

Many players will take several strides and release the ball as close to their own high ball line as possible; leaning low to ensure a legal throw. Some players will throw after spinning; transferring the momentum of the spin into additional velocity. Others are able to throw the ball so that it will bounce just once in each of the required zones.

Defensive strategies:

The defending players stay within the team area, generally in somewhat staggered positions to avoid collisions. When they hear the other team throw the ball, they 'lay out', that is slide on their hips and stretch their arms above their heads and extend their legs in order to cover as much distance as possible. The objective is simply to keep the ball from getting past with whatever part of the body the player can get in front of it.

To help students for mastering the above offensive and defensive strategies, they are proposed games and developmental activities and methodological process of teaching suggested to guide and facilitate the students improve their performance and win the match.

7.7. Additional information:

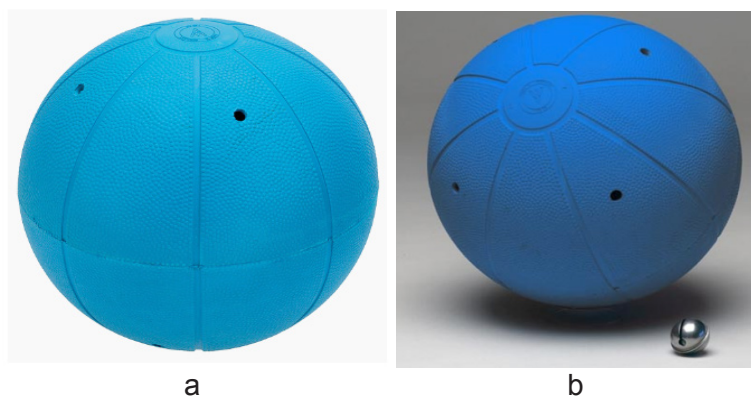


Fig 7.14-15: Goalball balls

Goalball strategies for beginners

- After blocking a shot, back up to the net so you can line yourself up with the direction you want to throw the ball.
- Tactile markings made with a line of string and tape on the floor of help to orient players on the court. Feel around on the floor to avoid getting lost.
- Getting into a low lunge position when you release the ball will help prevent throwing a high ball.
- When blocking a shot, make sure tuck your face under your upper arm to prevent the ball from hitting your face.
- Tapping your hand on the floor or snapping your fingers will let your teammates know where you are and can avoid a collision.
- When passing the ball, communication with your teammate is key! Call their name and wait for their sound indication before firmly bouncing the ball on the floor so they can hear where it is coming from.
- You only have 10 seconds from the time the ball hits a player on your team until the moment the ball crosses half-court. Take your time to get oriented, but do not be too slow on your return.
- Making sounds can be effective for communication amongst teammates or used as a distraction for the other team, but when the ball is released from the hand of your team, the noises must be finished. Otherwise, your team will receive a noise penalty.
- When gripping the ball, extend your fingers as wide as they will go and grasp the ball in the crease of your wrist.

- In the blocking position, tilting your extended body slightly forward will deflect the ball down to the floor after making contact with the player. If the top hip is tilted backwards towards the net, your body will act like a ramp, deflecting the ball up and into the net.

Personal equipment

As with any sport, some equipment is required to play the game. For goalball, this includes:

- **Clothing:** A t-shirt or jersey will be enough for the upper body, with track pants and joggers for the lower body. The track pants assist when scrumming on the floor.
- **Eyeshades** (obligatory): Regardless of a player's degree of sight, all players are blindfolded. Ski goggles or motocross motorcycle goggles should be used, but inside should be black and should not show any pinholes of light.



Fig 7.16: Eyeshades

- **Padding (optional): There are several types of padding:**
 - **Elbows:** to protect elbow. Volleyball elbow pads should be used effectively when diving or defending across the team area.
 - **Knees:** As per elbow pads;



Fig 7.17: Padding

- **Hips:** Squares of foam (larger than an A4 page) can be tucked down the inside of the track pants. With a little protruding above the track pants tie-lace, the padding will be held in place.



Fig 7.18: Hips

- **Body:** As a matter of personal comfort, players may wish to place some padding along the front of the legs or across the chest. Some players use shin guards;
- **Gloves (optional):** Some players may use fingerless gloves to aid grip of the ball, to keep the fingers warm on a cold morning and as a little reinforcement to the fingers should a quick ball hit them.
- **Mouth guard (optional):** The dental requirements of a sport should not be overlooked.
- **Groin protector (optional):** For male players, the cricket box provides a little protection to the pelvic organ area, thereby reducing immense pain.



Fig 7.19: Groin protector

- **Chest protectors (optional):** For female players, the hard upper body-shaped plastic breast protectors may be a little uncomfortable to begin with, but reduces possible pain from a chest hit by a ball.



Fig 7.20: Chest protectors

Remember that equipment is designed for playing the game, and protecting the player from injury. The comfort of the player is also important. Remind to request students to search and use protective materials during playing goalball.

How to lay down (correct body position) in a way to protect the body and prevent injury in goalball game?

- Ensure protective equipment is being worn.
- Lie down onto one side, into a straight line.
- The knees may need to be bowed a little to stop rolling forward or backwards, stretch the feet out, pointing the toes.
- Place the ankle of the upper leg slightly forward of the lower ankle, the ball should hit the legs, it should stop rather than using the feet as a ramp into the goals.
- Stretch the arms out, maintaining the straight line from the toes past the body to the fingertips.
- The fingers should be straight out with fingers together to prevent the fingers being bent back if struck by the ball.
- The fingers of one hand should be placed behind the fingers of the other hand.
- Thumbs should be out to the side of the hand and locked across towards the other hand. Keep the hands stretched out and not bowed out at the elbows.
- Keep the head tilted back behind the upper arms.

Styles used to throw the ball in goalball game

- **Rolling forward:** Face the opponent team, attacking players stand with feet shoulder width apart. Player's place the ball forward of the feet, then bend down and push it forward to roll towards the opponent team. It may be done when sitting on the court.
- **Between the legs:** Instead of facing forward, turn around to face the goals and throw the ball between the legs towards the opponent team. Push the ball along the ground instead of throwing it up the area that may result in a highball penalty. This allows the ball to be quickly and accurately got rid of possibly to prevent a ten-second penalty.
- **Ten-pin bowling:** the ball is initially held in both hands (one on top, one below). While turning slightly to one side, the top hand is released and the ball is swept through with the other hand. One of the feet is usually swept up as a counter-balance. Do not collide with another player, as the loss of balance will usually cause the player to fall over.
- **Underarm throwing:** The ball is thrown downwards and forward and may or may not involve a slight turn of the body. There is no leg sweep.

- **Side throw:** this can be done while standing on the sideline or with one foot on a player orientation line. The body is turned at right angles to the opponent team. Feet are placed shoulder width apart. With the ball held either side, the arms are swung back and forth. On the forward swing, the forward hand is released and the rear hand pushes the ball onwards.
- **Discus throw:** this throw is done as the discus thrower on a sports field. The ball is held firmly, the body is bunched and then spun on the feet and flinging the ball forward. Players are requested a lot of practice; the ball may not bounce before the highball line or will go past the end of the court.

Passing the ball

A ball may be passed to another player to prevent committing a third throw penalty, because the player is not in a position to quickly throw the ball, or to set up an offensive play strategy.

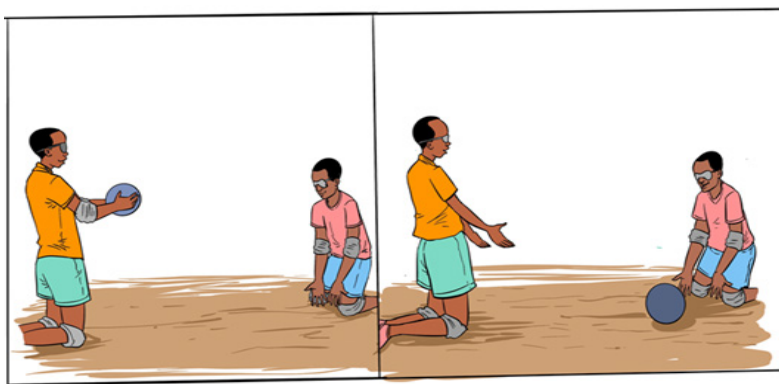


Fig 7.21: Passing the ball

7.8. End unit assessment

GAME SITUATION

Organize a completion where students are divided into groups of six players (randomly). Two groups play a normal game using offensive and defensive techniques and tactics. Let all groups meet play and count number of goals scored by each team.

Points to consider

- Duration period for confrontation of two teams is 3min.
- Team members must wear eyeshades.
- Teams that are not in a play provide officials to lead the game.
- Only one substitute is accepted for each team during one match.
- The winner is the team finishes with high goals.

7.9. Additional activities

7.9.1. Remedial activities

In pairs students (the thrower with no eyeshades the blocker with eyeshades) perform exercises of throwing and blocking the ball. One throws the ball another tries to block the ball. After ten throws for each one count number of ball blocked. The student who blocked the highest number of ball will be the winner.

7.9.2. Consolidation activities

Two partners start on the ground, sitting feet-to feet and practice rolling the ball to each other (keep the distance short at the beginning and then the distance can be increased, as the student are more comfortable with the activity). The goal is to make accurate passes. The student can call their partner's name to help with direction of the passes. This can also be done from a sitting position.

Variations

- Introduce partner number three and let them play normal game.
- Request them to use offensive and defensive tactics learned.
- Use 10 minutes of playing.

7.9.2. Extended activities

Encourage students to make a team, do trainings and participate in different goalball competitions at School level, Sector level, District level or National level.

8.1. Key unit competence:

Perform Sitting volleyball tactics in game situations

8.2. Prerequisite (knowledge, skills and attitude)

Students of senior five will learn better basic tactics of playing sitting volleyball if they can apply basic motor control and coordination exercises and performed sitting volleyball basic techniques learned in senior four.

8.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of sitting volleyball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator must consider different special education needs and select activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate Financial Education into his/her teaching/learning of sitting volleyball activities by providing the local and no cost teaching and learning material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/ her teaching/learning process of sitting volleyball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the sitting volleyball game by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides sitting volleyball activities and sets instructions that prevent sexual harassment or any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting sitting volleyball exercises a teacher should take a time to explain student show sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

8.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to different tactics needed to play sitting volleyball in order to help them to predict what to be learned in the whole unit.

8.5. List of lessons/ sub-heading

| | Lesson title | Objectives | Number of periods |
|---|---|--|-------------------|
| 1 | Tactics of serving and receiving the ball | To perform different tactical exercises of serving and receiving the ball. | 1 period |
| 2 | Tactics of setting and attacking | To perform different tactical exercises of setting and attacking. | 1 period |

| | | | |
|---|---|---|----------|
| 3 | Tactics of blocking and digging | To perform different tactical exercises of blocking and digging. | 1 period |
| 4 | Applying sitting volleyball offensive and defensive techniques and tactics in game situation. | To apply sitting volleyball offensive and defensive techniques and tactics in game situation. | 1 period |
| 5 | End unit assessment | To evaluate students' performance. | 1 period |

Lesson 1: Tactics of serving and receiving the ball

a. Learning Objective

Perform different tactical exercises of serving and receiving the ball.

b. Teaching resources

- Balls
- Playground (volleyball court)
- Trees
- Net
- Cones
- Chasubles
- Whistle
- Stopwatch/Watch

c. Prerequisites/Revision/Introduction

Students of senior five will learn better the tactics of serving and receiving the ball in sitting volleyball if they can execute basic physical exercises and perform different basic sitting techniques learned in senior four.

d. Learning activities

Opening discussions (in a semi-circle formation)

- Check the students' readiness.
- In pairs students brainstorm about different sitting volleyball techniques learned in senior four.
- Let some groups present their findings.
- Assist them to clarify their findings.
- Recall defensive and offensive sitting volleyball techniques learnt in year one.
- Invite them to start warm up exercises and stretching.

Warm up exercises

Let the students perform warming up activities to prepare their muscles, cardiovascular and respiratory system and to be ready for more activities that are vigorous and to prevent injuries. Those activities should include the following:

- Easy-paced activities.
- Light moving activities.
- Passing the ball.
- Stretching

While conducting warm up, request students the following:

- Be seated and move in any direction based on exercise.
- Stay balanced at all times.
- Use a variety of fakes when tagging or avoiding tags.
- Guide them while performing stretching exercises.

e. Lesson body

Tactics of serving in sitting volleyball

Serving can be very effective in sitting volleyball to put pressure on opponents. Because of the lower net height and the challenges in moving on serve receive; points can be generated from the serving line. This is why front row players are allowed to block the serve on the opposition side. Both float serves and spin serves are used in sitting volleyball, however, the spin serve can be slightly less effective because of the angle of the ball going over the net. Because there is no jumping, there is no 'downward' angle put on the ball that is largely why it is effective in traditional volleyball.

Tell students that a good serve is an effective way for a team to score points.

Here below are the fundamentals to perform a good serving:

- Tell the students that they should pull back their hitting arm as if they were going to draw back a bow and arrow.
- In their non-serving hand, students should raise the ball to shoulder height with their arm in front of their body and toss the ball gently 0.3-0.5m above their head.
- Students must then swing through the ball to their intended target.
- To allow the wrist to be loose so that it snaps on contact with the ball to create a top spin serve or keep the wrist rigid and consistent for a float serve.
- The ball served should not touch the antennae and should land in the court of the opposing team.

ACTIVITY

Student line up at the attacking line and targeting designated areas in the opposite side of the net. As students achieve their goal of hitting the target, they move to imaginative line one-meter back and targeting again. If successful, the students move back until they reach the serving line where the exercise ends. Targets vary in size while students develop their ability of serving.

Teaching points to consider

- Students should practice serving to the designated areas on the court (on different positions).
- Practice focuses on short, deep line and cross targeting.

Correction for tossing the ball while jumping:

- Check that the shelf hand is tossing the ball in front of the hitting shoulder. Have students practice tossing without hitting the ball.
- Concentrate on tossing the correct height.
- Look at the server's body and feet position.
- They should make the impact with the ball at the 1 o'clock position.

Tell students that there are two major adaptations of the rules concerning sitting volleyball:

- Remind the students that they are allowed to have the legs inside the court while serving but must sit behind the service line.
- In sitting volleyball, it is allowed to block the service.

Reception of the ball

During receiving the ball, tell students to keep reception ready position in the following ways:

- Sit tall with chest and head up.
- Place legs in front of body or slightly to the side. If possible, have one-foot flat on the ground to push off.
- Arms down beside hips with hands on the floor ready to push in any direction.
- Stay alert and use both hands and feet to move behind ball once in play.

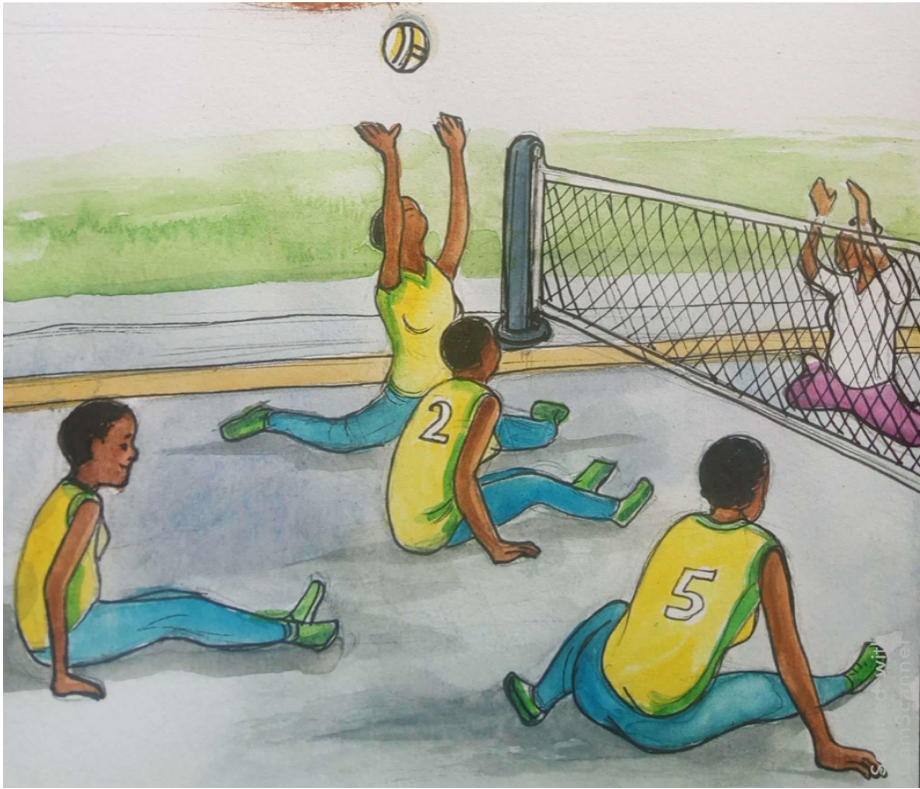


Fig 8.1: Reception of the ball

After reception, pass should be made with the purpose of preparing the attack. Students may use different types of passes as learned in Year One.

Tell students to use

- **Forearm pass:**

When receiving the ball from the service or to play a ball that is too low to volley. Remind them main fundamentals of forearm as follow:

- Start in a balanced ready position with relaxed arms and extended away from the body at about 45 degrees.
- Join hands to form a flat forearm platform.
- At contact, the arms follow through and direct the ball to the target.

- **The volley (overhead pass)**

- When the ball is above the head, which is the most common way of playing the ball.
- When the students need to pass the ball, set up a smash, or to play the ball over the net.

APPLICATION ACTIVITY

Students form multitriangle formation. Player 1 tosses the ball to player 2, who forearm passes to player 3. Player 3 catches the ball and tosses to player 1, who forearm passes to player 2, etc. Players attract other players' attention by saying ready, mine, pass, etc.

Teaching points to consider

Pay attention to the players' hands position and ready to play position

Error detection and correction: For forearm, passing Players at early stage of playing often have problems with judging the speed and distance of a moving ball.

Error: A player misjudges balls and makes contact with the upper arms instead of the forearms.

Correction: Watch how the students contacts the ball emphasize moving the body to get into a balanced position before contacting the ball, the ball should contact the forearms between the elbow and the wrist on the flat platform a player can overcome misjudging the ball by titling the forearm platform to deflect the ball toward the target players need to establish a low position and extend the arms away from the body when contacting the ball Players in sitting volleyball usually establish their own way to get into a ready position to play the forearm pass.

Cool down

- Let the students practise cool down and stretching exercises by focusing on the most used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

- **Reflect**
 - What were the most challenging/advantageous when serving and smashing the ball in sitting volleyball game?
- **Connect**
 - How do you serve/passing the ball in a sitting volleyball?
 - How do you contact the ball when serving and passing the ball in sitting volleyball?
 - When and how making service, rotation and pass in sitting volleyball?

- **Apply**

- What is the usefulness of applying serving and passing tactics in sitting volleyball?
- What are some of the criteria to become a good server/receiver in sitting volleyball?

Lesson 2: Tactics of setting and smashing

a. Learning Objective

Perform different tactical exercises of setting and attacking.

b. Teaching resources

- Balls
- Cones
- Playground (volleyball court)
- Chasubles
- Trees
- Whistle
- Net
- Stopwatch/Watch

c. Prerequisites/Revision/Introduction

Students of senior five will learn better the tactics of setting and smashing the ball in sitting volleyball if they can execute basic physical exercises and perform different basic setting and smashing techniques learned in senior four.

d. Learning activities

Opening discussions (in a semicircle formation)

- Check the student 'readiness.
- In pairs, students brainstorm about different sitting volleyball techniques and tactics learned in the lesson one.
- Let some groups present their findings.
- Assist them to clarify their findings.
- Recall basic sitting volleyball techniques and tactics learnt in the lesson one.
- Invite them to start warm up exercises.

Warm up exercises

- Let the students perform warming up exercises to prepare their muscles, cardio-vascular and respiratory system, to be ready for more activities that are vigorous and to prevent the injuries.
- Chose randomly a student to lead warm up.
- Guide them while performing warm up and stretching exercises.

e. Lesson body

Short description of setting

Explain to the students that setting in sitting volleyball, is an action where a player transfers the ball for another player to make a smash (or spike). Setting is done close to the net. The ball must be set up at a height above the net for the smasher to make a powerful smash or put the ball over the block.

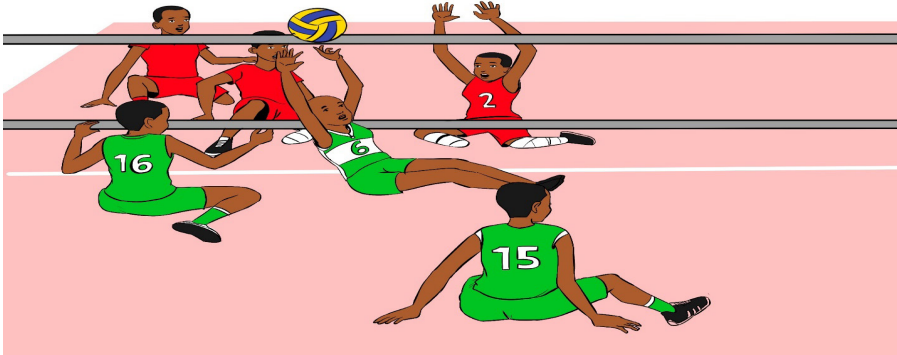


Fig 8.2: Setting the ball

• Setting fundamentals

Remind the students that setting the ball needs to follow the following steps:

- Sit in a ready position, put hand above the forehead and locating the ball.
- Contact the ball is in the middle of the forehead;
- The pads of the fingers should contact the ball;
- As contact is made, the setter extends the arms;

Tell students that getting prepared to set a ball from the correct ready position is the first part of a successful set.



Fig 8.3: Setting the ball

ACTIVITY 1

Description of the activity

The server begins by tossing the ball over the net to the passer, who passes to the setter. Setter sets the ball parallel to the net, passer who moves close to the net to catch the set and then rolls the ball back to server.

Teaching point to consider

Encourage cooperation and dynamic actions with no playing of hard balls.

Error: Players use improper hand position when setting; they make a hard contact.

Correction: Start teaching beginners with lighter balls. Review hand position fundamentals. Setting is the second part of three touch sitting volleyball. The setter is directing the attack.

- **Smashing (Hitting)**

Short description of smashing

Smashing (or spike, hit) is the most dynamic of all volleyball skills. The approach to the net should be made at sufficient speed. A player (either a front row or a back row) is not allowed to lift his or her buttocks from the floor when carrying out any type of attack hit. A back row player may complete an attack hit at any height from behind the front zone. The player's buttocks must neither have touched nor crossed over the attack line. A back row player may also complete an attack hit from the front zone, if at the moment of the contact the ball is not absolutely higher than the top of the net.

- Let the students perform the following activity to help them mastering smashing skills.

APPLICATION ACTIVITY 1

Description of the activity

Players with the balls toss to themselves and extend up to spike the ball down to the floor, then bounce up and off wall. When the ball bounces back, the player moves to catch the ball, and returns to re-toss and hit again

Teaching points to consider

Players concentrate on contacting the ball over the head, at the 1 o'clock position. Emphasize on arm movement.

Errors that may occur: move too soon or too late and players keep smashing the ball out of bounds players lack the control of their bodies.

Corrections of occurred errors: Players must contact the ball at the peak of ball position in sitting volleyball. Check the approach and timing of the players' action. Players need to watch the set that they can judge their approach to the ball and make smash. Control the arm swing of the players. Control the contact between ball and the palm when players smash the ball.

APPLICATION ACTIVITY 2

Form two groups of 4 to 6 players in order to teach proper technique for back row hitting and setting.

Description of the activity

Three back row players and one front row player for a group of four fill in front row players as desired. Only back row hitting is allowed. Play is initiated by serve or free ball from on the court.

Variation

- After performing the above activity, facilitate students to perform different tactical actions of setting and smashing in game situations.
- Put the students in two equal teams and organize a short sitting volleyball game to apply different ways of setting the ball from different position in field of play.
- Ask every team to choose a setter (Designated 'Setter') to be used for the first 15 min, and then use the frontcourt setters.

During performing this activity:

- Remind students that every team has three ball contacts (not including a block touch) to generate an attack. Before the start of any rally, it is important that all players on the team know which player is aiming to take the second contact. However, if the ball does not go to this player then others must take the ball
- Ask them to communicate clearly from all concerned, i.e. the designated setter to shout that they cannot get to the ball and another player to shout that they will take the 2nd contact and set.
- For the second way of setting the ball, request them to use the frontcourt setters from different positions such as position 2, 3 and 4.

Cool down

- Let students practice cool down exercises and light stretching by focusing the most used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- Which were the most challenging/advantageous when setting or smashing the ball in sitting volleyball game?

Connect

- How do you set/smash the ball in a sitting volleyball?
- How do you contact the ball in a sitting volleyball?
- What is the setter/smasher job in sitting volleyball?

Apply

- What is the usefulness of applying setting and smashing tactics in sitting volleyball?
- What are some of the criteria to become a good setter/smasher in sitting volleyball?

Lesson 3: Tactics of blocking and digging

a. Learning Objective

Perform different tactical exercises of blocking and digging.

b. Teaching resources

- Balls
- Cones
- Playground (volleyball court)
- Chasubles
- Trees
- Whistle
- Net
- Stopwatch/Watch

c. Prerequisites/Revision/Introduction

Students of senior five will learn better the tactics of blocking and digging the ball in sitting volleyball if they can execute basic motor control and movement exercises and perform different basic sitting volleyball techniques of blocking and digging the ball learned in senior four.

d. Learning activities

Opening discussions (in a semi-circle formation)

- Check the students' readiness.
- In pairs students brainstorm about blocking and digging technique of sitting volleyball learned in senior four.
- Let some groups present their findings.
- Assist them to clarify their findings.

- Recall the sitting volleyball techniques of blocking and digging learnt in Senior four.
- Invite them to start warm up exercises and stretching.

Warm up exercises

- Let the students perform warming up activities to prepare their muscles, cardio-vascular and respiratory system and to be ready for more activities that are vigorous and to prevent injuries. Those activities should include:
 - Easy paced activities
 - Light moving activities
 - Passing the ball
 - Stretching
- Guide them while performing stretching exercises.

e. Lesson bodyBlocking

Briefly give short description of blocking in sitting volleyball

Blocking is used to encounter the smash. Any or all of the front line players carry out Block. Players try to block a smash with their hands. The four factors are important when making the block: Positioning, Timing, Speed reaction and Aggression.

The block should be made with open hands and fingers spread to cover as wide an area as possible and try to force the ball down into the opponents' court. Good blocking involves the ability to read the offensive smasher's intentions. In sitting volleyball, it is allowed by the rules to block the serve, which has consequences in defense strategies.

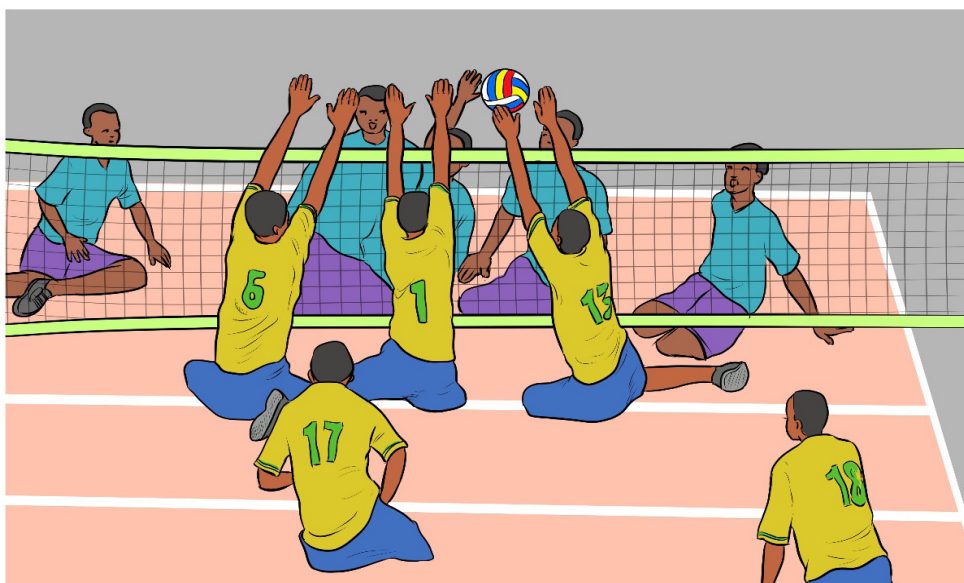


Fig 8.4: Blocking

Blocking fundamentals

Explain students that:

- The ready position gets players aligned to set a good block.
- The blocker should face the net; hands are open and relaxed, held in front of the shoulders at head level.
- The blocker watches the smasher and reacts to his attempt.
- Emphasize that blocker should stay out of the net.
- Player in block should be ready to move in any direction after blocking.

Let students apply them on the sitting volleyball court.



Fig 8.5: Blocking

System of defending by using 6-up or 6-High defence

The position 6 up or 6-High defense is most commonly used in sitting volleyball due to the vulnerability of the middle of the court behind the block and the fact that it is quicker for the athletes to move backwards rather than forwards. For an outside cross-court attack, position 5 or 1 will move to the deep corner and possibly even outside the court to defend the ball off the top of the block. The off-blocker will move deep off the net towards position 5 or 1. For an outside line attack, position 5 or 1 will move inside the court away from the line as that is a difficult shot to score off in sitting volleyball and the greater percentage of shots will come over or off the block. For a middle attack, the outside blockers will try to close and help if they can. If unable, they will drop back to pick up tips or deflections. Position 6 reads to direction of the hitter and shifts one direction or the other, filling any potential seams in block. Positions 1 and 5 stay relatively home but also read hitter and shift in direction of attack.

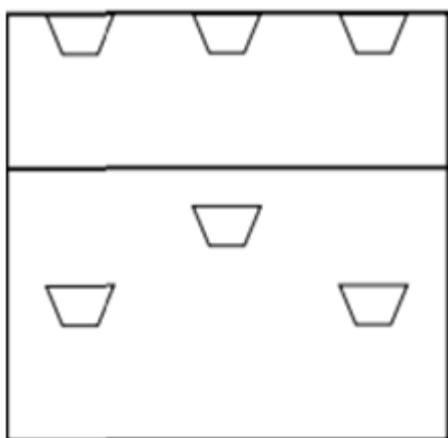


Fig 8.6: *Standard Defense Set*

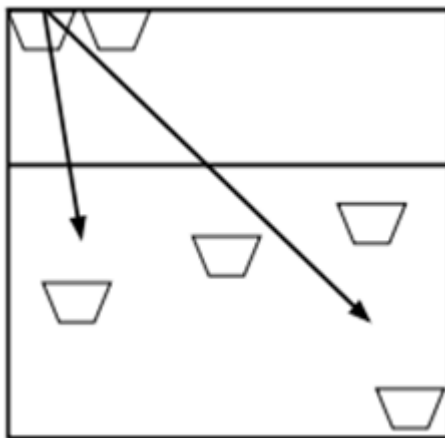


Fig 8.7: *Defense vs. Right Side Attack*

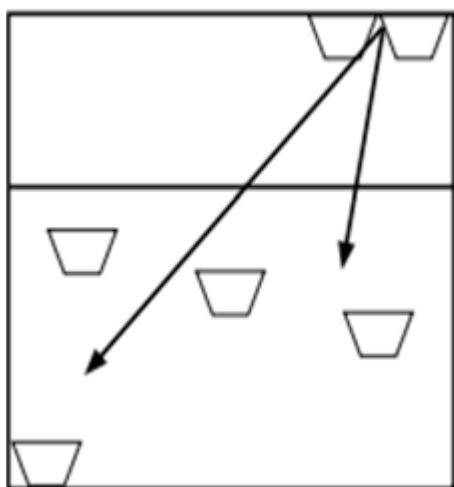


Fig 8.8: *Defense vs. Left Side Attack*

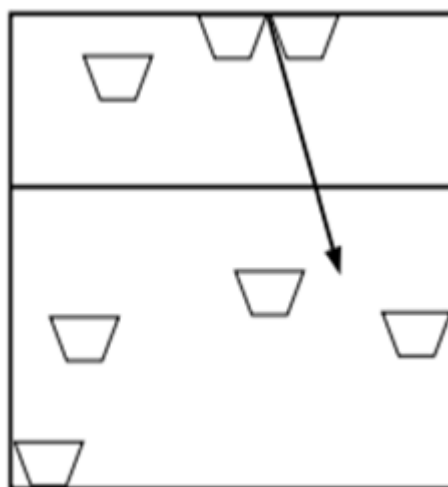


Fig 8.9: *Defense vs. Middle Attack*

Digging

- Explain to the students that digging is a defensive move in which both arms are placed together in an attempt to bounce a hard-hit ball up into the air.
- Tell the students the tactical of actions of digging in sitting volleyball as they outlined below:
 - Anticipate and move to the ball.
 - Get your forearms under the ball.
 - Lean into the ball as you make contact.
 - Dig the ball at the midline of your body if you can.
 - If you have to reach outside your body, extend and angle your arms in the direction of the target.

Remind students:

- To remember changing their body position to face the hitter. Hard driven balls are dug often just by getting in good body position.
- If they are continually able to get into good position for digging (angling their arms to the target every time), they will often dig balls that will stay in play just by them rebounding off you in the right direction.

Let students apply them on the sitting volleyball court.

APPLICATION ACTIVITY 1

Description of the activity

Players in sitting volleyball situation get their hands above the net; the teacher smashes the ball at the outstretched blocker's hands. Player gets a point for blocking the ball.

Teaching points to consider

As player develops the skill, increase the speed of attacks

Error detection and correction for blocking blocker's hand should be keeping firm and angled properly.

Errors: Hands are not firm. Hard driven smashes are defecting off the blocker and out of bounds. Off speed, smashes are deflected off the blocker and out of bounds.

Correction: The blocker must keep the body parallel to the net. Extend the hands over the net if possible. The blocker should turn the outside hand in towards the court, so the ball can rebound back into the opponent's court. The blocker should keep the hands firm and strong. Take care of the angle of the hands for rebounding the ball.

APPLICATION ACTIVITY 2

Put students into groups of 8-10.

Description of the activity

Three athletes line up behind each other in position 5 and three athletes line up behind each other in position 1. One athlete at net in position 4 and one athlete in position 2. Athlete in position 2 tossing free ball to position 5 initiates Ball. Position 5 athlete passes ball to position one athlete (middle of the court) who sets it to position four and follows ball to position 4. Position 4 attacks ball back to position 1 where next player in line has filled in (attacking athlete in position 4 then follows ball to position 1). Position 1 passes to position 5, who sets position 2 and follows ball

Cycle repeats continuously with attackers always. Following ball and defenders only following ball to attack positions once, they set.

Success Criteria

Student scan continuously keep the ball in play and within the structure of the drill. A time goal can be set, which the athletes will need to keep the ball in play for that amount of time.

Teaching points to consider

- Emphasize the height that needs to be put on the first ball contact.
- Offside defender needs to release into the middle of the court to set a second contact ball to the outside.
- First contacts need to be high, inside the attack line and in the middle of the court; second contacts need to be high, off the net and slightly inside the antennae.
- After performing the all above drills, facilitate the students to perform different defensive tactics in game situations.
- Put the students in two equal teams and organize a short sitting volleyball game to apply different ways of defending the ball in field of play.

Cool down

- Ask the students to stop playing.
- Have them practice different relaxation exercises to help them to restore the muscle back to resting length, reduce soreness, and enhance recovery for the next sitting volleyball workout.
- Let them perform different flexibility exercises under your guidance.

Closing discussion

Reflect

- Which challenging/advantageous when blocking and digging the ball in sitting volleyball game?

Connect

- How do you block/dig the ball in a sitting volleyball?
- How do you contact the ball in a sitting volleyball?
- What is the blocker job in sitting volleyball?

Apply

- What is the usefulness of applying of blocking and digging tactics in sitting volleyball?
- What are some of the criteria to become a good defender (digging and blocking) in sitting volleyball?

Lesson 4: Applying offensive and defensive tactics in sit-ting volleyball game situation

a. Learning Objective:

Apply sitting volleyball offensive and defensive techniques and tactics in game situation.

b. Teaching resources

- Balls
- Playground (volleyball court)
- Trees
- Net
- Cones
- Chasubles
- Whistle
- Stopwatch/Watch

c. Prerequisites/Revision/Introduction

Students of senior five will apply better the sitting volleyball techniques and tactics in game situation if they can execute basic sitting techniques learned in senior four and perform different basic sitting volleyball tactics learned in the previous lessons.

d. Learning activities

Opening discussions (in a semicircle formation)

- Check the students' readiness.
- In pairs students brainstorm about different sitting volleyball tactics learned in the three previous lesson.
- Let some groups present their findings.
- Assist them to clarify their findings.
- Introduce defensive and offensive sitting volleyball tactics learnt in the three previous lesson.
- Invite them to start warm up exercises and stretching.

Warm up exercises

- Let the students perform warming up activities to prepare their muscles, cardio-vascular and respiratory system and to be ready for activities that are more vigorous and to prevent injuries.
- Guide them while performing stretching exercises.

e. Lesson body

Description of switching (Frontcourt and backcourt switching)

The rules of the game allow players to switch between positions in the same part of the court (e.g.: front or back), after the ball has been served. This is to enable teams to move their players into other positions, either to maximize their own strengths or counteract against the strengths of the opposition. The most common use of switching is to enable teams to move their setter into positions that are more desirable.

- Demonstrate them how a player from position 4 can switch to either position 3, or if the setter is a quick mover then position two.
- Remind the students that it is important to look at where their starting position is, how they sit to enable them to move quickly after the service, and how they move and play the ball to one of their attackers.

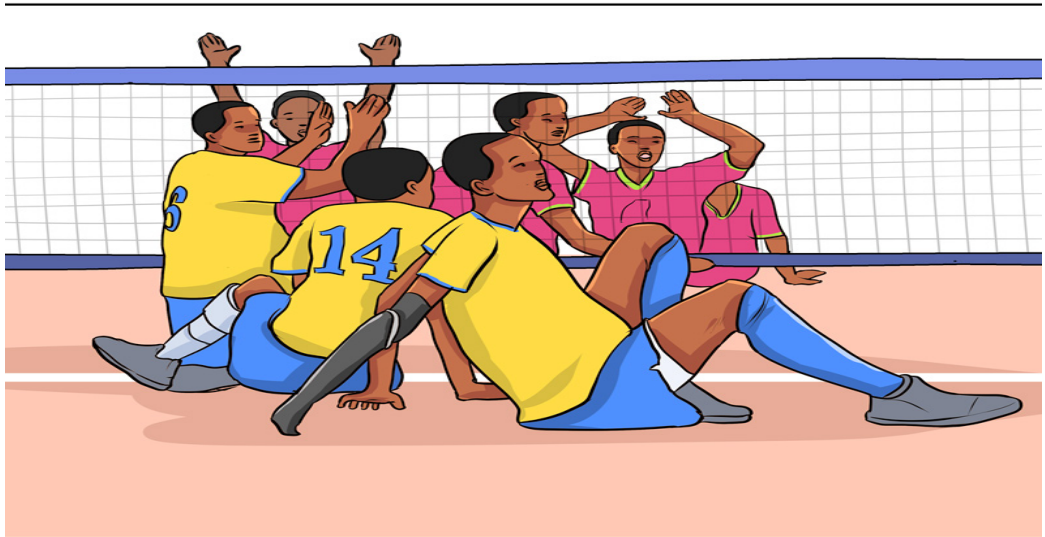


Fig 8.10: Frontcourt and back court switching

Let students apply them on the sitting volleyball court.

- **Setter penetrating**

Explain the students that penetration is usually done with a player from position 1 or position 6. To do this you must have a setter who is comfortable and quick at moving around the court.

Let students perform the penetration and switching within a short sitting volleyball game.

Remind them that:

- By having a backcourt setter moving into the space between positions 2 and 3, you open up the reverse/backwards set to an attacker at position 2. The benefit in doing this is that it means that you have three teammates who can attack in the front zone of the court.
- By having three attackers in the front zone of the court, it means that you can spread the attack right across the entire length of the net making it much harder for the blockers. The system is somehow complicated, tell them to communicate and make sure they do not have two.

Let students apply them on the sitting volleyball court.

TEAM SYSTEMS

Team systems in sitting volleyball are in three levels: level one, level two and level three.

Level 1

- **6-6 System description**

In this system, the team agrees in advance that the player who is at a certain position is designed setter for the rally. There is no switching or penetration required so movement is restricted enabling players to focus on the skills that are required. It requires all players to be confident and competent in setting the ball. Players setting from position 2, and from position 3 requires setting backwards.

- Explain them that this team system there is no switching and penetrating required, so movement is restricted to enable players to focus on the skills that are required.
- After a brief explanation, let them play a short sitting match to apply the system the system.



Fig 8.11: perform setting in sitting volleyball

- **1-4 or 2-4 (a) no switching system description**

This system is used when there is one or two players who are unsuitable for setting either because of their impairment, or because they do not have required skills. You can use it when you have a player or two players excel at attacking and you do not want them to be the setter so that you can have them attacking.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.



Fig 8.12: 1-4 or 2-4 (a) no switching system description

(The players in green are the no setters, while those in purple would be the dominate setters and set whenever they are in positions two or three. However, when they are at position four the orange setters will set from position two.)

- **1-5 or 2-4 (b) with front court switching system description**

This system progresses from the non-switching equivalent outlined before. Here the players switch from court to get the dominant setters over to position two. This is a very common system in sitting volleyball but it requires most of players to be able to do all of the required skills. However, it is recommended to take care of the individual situation of impairment of all players.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.

Level 2

- **3-3(a) without switching description**

The system consists of three dominant setters and three dominant attackers so that there is always a setter in either position 3 or 2. This system can be referred to as two trigonal sit on top of each other. Means that those, which set, alternate with those who do not set.

Disadvantage: it relies on each of the setters being very competent attackers, as they will need to do this from all backcourt positions and most significantly position four.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.

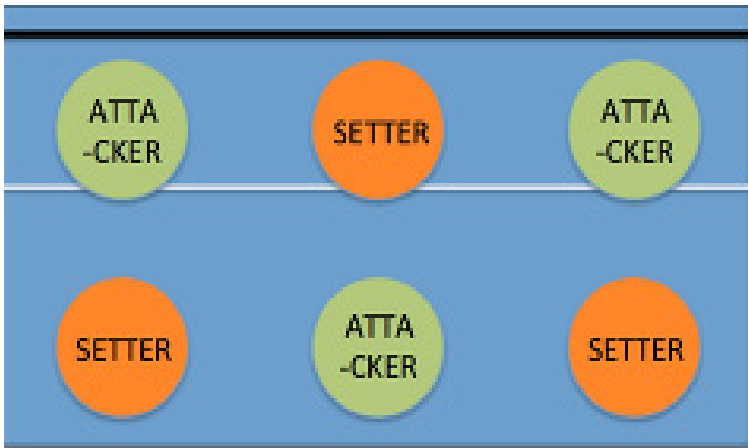


Fig 8.13: Setters are required to attack when they are on position 4.

- **4-2 (a) without switching description**

Two dominant specialists are placed opposite each other and they set from whichever position they are in front court so as one of those setters goes backcourt, the other comes front court. Therefore, as one of these setters goes back court, the other comes frontcourt. There are also the challenges associated with setting from position 4. It is the most system, which is being used by many teams.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.



Fig 8.14: Two Setters opposite each other (front and backcourt)

- **3-3 (b) with switching system description**

It a progression from system 3-3(a) but when the setter is at position three they switch the player who is at position two to move into the preferred setting positions. If you have specialist middle, or if the setter is not competent at blocking in the middle it will be benefit.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.

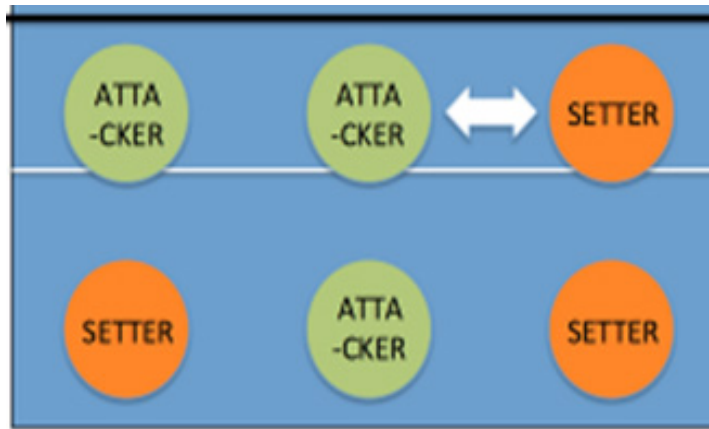


Fig 8.15: Setter at position 3 switches with the player at position 2.

Level 3

- **3-3 (b) system description**

This system is similar to 3-3 a but the three identified setters set from position one and six, penetrating both times from back court into frontcourt. During this system you can start with 3-3(a) or (b), and then progress to this when an easy ball is played over the opponent.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.

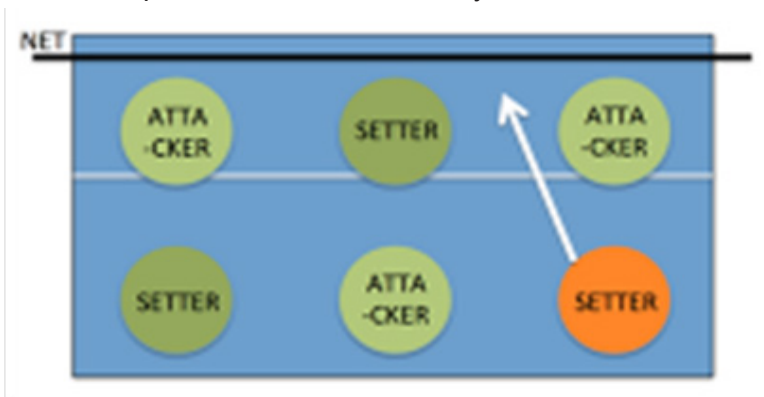


Fig 8.16: Setter penetrating from position 1



Fig 8.17: Setter penetrating from 6

- **4-2 (b)(with switching / penetration) system description**

The system has two setters who set rotationally between them and four attackers. As with 4-2(a), these two players need to be placed opposite each other in the lineup. With this framework, the setters can then switch/penetrate from either positions to enable them to set from the team-preferred position. Ball should be set from position three, two and then penetrate from position one.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.

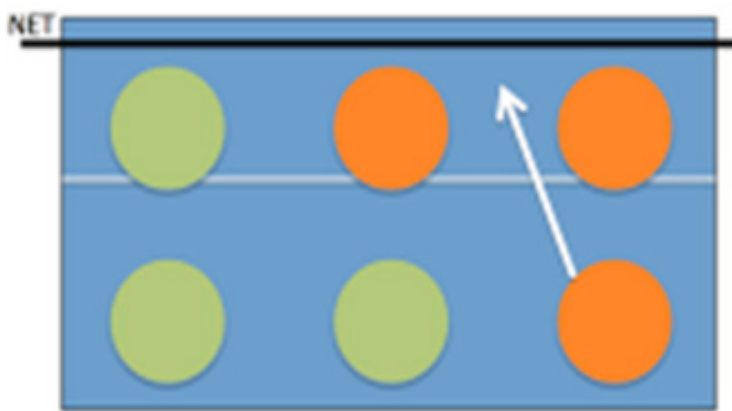


Fig 8.18: Two setters are opposite each other; these are the dominant positions to set from.

- **5-1 system description**

In standing volleyball, it is the most system that is regular used but in sitting volleyball it is complex due to moving when sitting on the floor. It could be done while setting from the position that the setter is in, or by adding switching/ penetration so that the setter sets from any position. The most difficult rotations are usually from position four and position five, it is recommended to have a backup option when the setter is in these two positions.

- Let students apply the system in a short sitting volleyball match.
- Demonstrate/help them where is necessary.

APPLICATION ACTIVITY

Form groups of six students and let them play a normal game by using learned techniques and tactics.

Cool down

- Ask the students to stop playing.
- Have them practice different relaxation exercises to help them to restore the muscle back to resting length, reduce soreness, and enhance recovery for the next sitting volleyball workout.
- Let them perform different flexibility exercises under your guidance.

Closing discussion

Reflect

- Identify the different team systems and tactics in sitting volleyball game situation.
- What are the most challenging/advantageous team systems in sitting volleyball game?

Connect

- What are the similarities and contrasts between basic tactics applied in sitting volleyball and standing volleyball?

Apply

- How will you use learned tactics in your daily life?

8.6. Summary of the unit

This unit is detailing different basic sitting volleyball tactics including tactics of serving, receiving, passing, setting, hitting, blocking and digging the ball.

Different tactical exercises have been suggested to help students to improve their performances needed in sitting volleyball.

Finally, there are proposed playing and team systems to facilitate students to play sitting volleyball match technically and tactically.

Setting from the position 3

This is usually the position used with complete beginners, when they first start to designate a setter. This is because as they are in the middle of the court they are more likely to get to the ball.

However, as this person is in the middle they are constantly rotating around and often this can lead to a lack of awareness over where they are.

Setting from the position 4

As players start to specialize, those who excel at setting are positioned away from each other in the team rotational order. Consequently, as a team rotates, the specialist setters end up at position 4 and to enable them to remain as the setter, teams will set from position 4 to avoid any further complication.

Obviously if you have a team of left-handed players then you can set from four!

Sitting volleyball plays and systems

In sitting volleyball, players are playing based on their location on the court. On each side of the net, there are two zones, the frontcourt zone and the backcourt zone. Only players positioned in the front zone can attack above the height of the net. In addition to this, the court is divided into 6 positions, numbers from 1 to 6 and starting at the person who is serving. These indicate the service order. At the point of service, all players must be in front/behind, to the left/ right of those next to them.

Back Row Attacks

Our back row attack plays are very simple. The setter will rub his chest showing the hitter where the set is going to be. The back-row player may perform any type of attack-hit from any height, if at the time of the hit the bottom does not touch or cross over to the attack line.

During the middle of a rally, a back row hitter will call “pipe” to let them know that they are ready for the ball.

- **General guidelines of being in ready positions while receiving and defending in sitting volleyball**

Receiving the ball

- Sit tall with chest and head up;
- Place legs in front of body or slightly to the side. If you are able, have one-foot flat on the ground to push off.
- Arms down beside hips with hands on the floor ready to push in any direction.
- Stay alert and use both hands and feet to move behind ball once in play.

Defending

- Keeping back straight and head up, lean forward at the waist.
- Legs are bent and angled to the side, widening the amount of court covered and allowing body to get closer to the floor.
- Once in position to receive the ball, lift arms in front of body with elbows extended and palms up.
- **Varieties of moving on the floor**

To sit and play on the floor is basic to sitting volleyball. The height of the net follows the idea of sitting requirement.

Moving on the floor could be practiced through various activities like:

- Maneuvering in different directions on the court.
- Playing small games in sitting position, and orienting similar exercises.

Sitting position is the key issue for any further development and progress in play. Players in sitting volleyball game use hands for moving around and if the nature of disability allows their feet. Playing on the floor should follow the appropriate time for relaxation, which allows exposing parts of the body, especially palms of the hands and buttocks to rest. During practice moving on the floor, the type and level of disability of each player should be taken into account.

Players could practise moving on the floor by:

- Moving forward
- Moving backward
- Moving in sideways
- Moving straight
- Moving diagonally
- Moving zig – zag
- Moving individually
- Moving in pair
- Moving in small groups

- **Care of the person with disabilities while performing sitting volleyball**

General safety considerations at the training site:

- Teacher should be informed about medical status and specific requirements of all students involved in teaching and learning process.
- Teacher should have basic educational background to work with disabled.

Essential facilities at training site:

- First-aid kit and knowledge of use.
- Rules and insurance.

8.8. End unit assessment

- Set various activities to assess students' ability of applying basic sitting volleyball techniques and tactics.
- Set different activities to assess students ability of applying different defensive and offensive systems in sitting volleyball game.

8.9. Additional activities

8.9.1. Remedial activities

Facilitate the students to perform the activity below to help them improve their level of performance mastering the individual movements, ball control and attacking.

Description of the activity

Students in groups of five students perform the following:

- Students position themselves one on each corner of court and one athlete in the middle.
- Students in the middle sets athlete on one corner that will attack directly cross-court.
- All Students attacking converge cross-court and prepare to defend attack.
- After digging attacked ball to athlete in the middle, corner Students must reset to respective corner and athlete in the middle sets another corner.

Progressions: Athlete in the middle (setter) can set to themselves before setting corner to slow the drill down in the beginning.

Success criteria: Athletes can continuously keep the ball in play and within the structure of the drill. Athletes should be constantly transitioning from offence to defense and back to offense.

Teaching points to consider

- Emphasize the height that needs to be put on the first ball contact.
- The second ball can be accelerated to simulate game speed for the defenders to get into position.
- Encourage attacking players to switch from defensive position to attacking position every contact.

8.9.2. Consolidation activities

ACTIVITY 1

Put the students into two teams of six players to play a short sitting volleyball match. Ask them to use different techniques and tactics learned in the unit. No player is allowed to play kneeling or standing position. After 10 minutes' teams may be changed. Check out the individual application of basic tactics of sitting volleyball. Check out how they are applying switching and penetrations to facilitate the setter into desirable positions

ACTIVITY 2

- In pairs, one player passes the ball to the receiver who dig it back;
- Try a simple contest, for example dig back to your partner 10 times or a 1-minute period.
- Then swap with your partner and repeat the drill.
- The winner is the first player to finish after 10 digs or the player with the most digs within the one-minute's period.

8.9.3. Extended activities

Encourages students to participate in different competitions organized by the School, sector, and district or at the national level.

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