



Get Active:
Goalball!

Intermediate Lesson Plans



Canadian Blind Sports
Sports Aveugles Canada



Louise Gaborieau, B.Ed

Get Active: Goalball!

Goalball: Être actif!

Lesson Plans Resource

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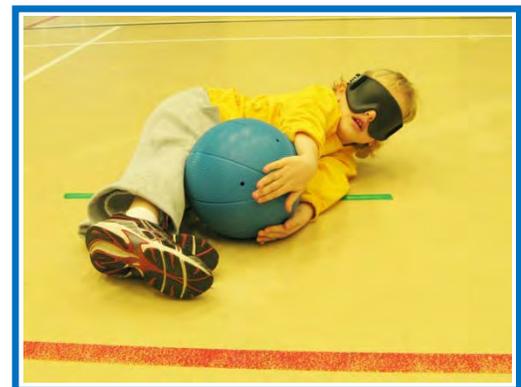
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Introduction

This resource was created to attempt to make goalball more accessible to students with visual impairments. We also want these students to be more physically active and successful in a sport environment. This resource will focus on teaching not only skills related to goalball, but focusing on Fundamental Movement Skills. Students with visual impairments will hopefully be more confident in a physical education environment and therefore be more physically active. This will undoubtedly impact the health and well-being of students with visual impairments.

This resource will attempt to foster understanding, knowledge and communication about goalball in an integrated school environment, fostering greater understanding of the unique experience of students with visual impairments. Teachers should encourage students to have discussions about their experiences which will allow for a deeper understanding of what peers with visual impairments can achieve.

Sport can be a powerful tool for transforming attitudes and empowering students through the acquisition of new physical and social skills, self-confidence and positive relationships.



FUNDAMENTAL MOVEMENT SKILLS

Fundamental Movement Skills are broken up into three main groups:

1. **Locomotor Movement Skills:** teaching skills that involve moving the body from one place to another; such as walking, running, jumping, hopping, etc.
2. **Non-locomotor Movement Skills:** these skills require little or no movement and are sometimes called stability skills; examples are bending and stretching.
3. **Manipulative Movement Skills:** focus is on object control using hands, feet or other parts of the body, teaching skills such as passing and blocking a ball.

These skills will be taught in a variety of ways and must be mastered in order to successfully be introduced to many games and sports. They are not usually taught in isolation of each other, and skills from all areas are needed to participate in a game or sport.

The Elementary Lesson Plans in particular will focus on these skills in warm-up and pre-game activities to ensure that they are being given the building blocks of physical literacy.

Individuals with visual impairments are not always given the support they need to become physically literate. Vision provides a great incentive to move, explore, and imitate. Without vision, an individual needs more encouragement and direct instruction to develop movement skills.





LONG TERM ATHLETE DEVELOPMENT MODEL

The LTAD model divides athlete development into a series of stages. Within each stage, appropriate development is essential. Only by following age-appropriate activities and building a foundation in each stage for the next can athletes make optimal progress toward their goals.

According to Canadian Sport for Life, athletes with a disability (AWAD) have two extra LTAD stages—Awareness and First Contact.

These stages emphasize the need to make access to sport known to people with a disability, and then to ensure that the sport environment and first exposure are positive and welcoming.

They are particularly important for individuals with an acquired disability who may not have been aware of sport and physical activity for persons with a disability.

Awareness Stage

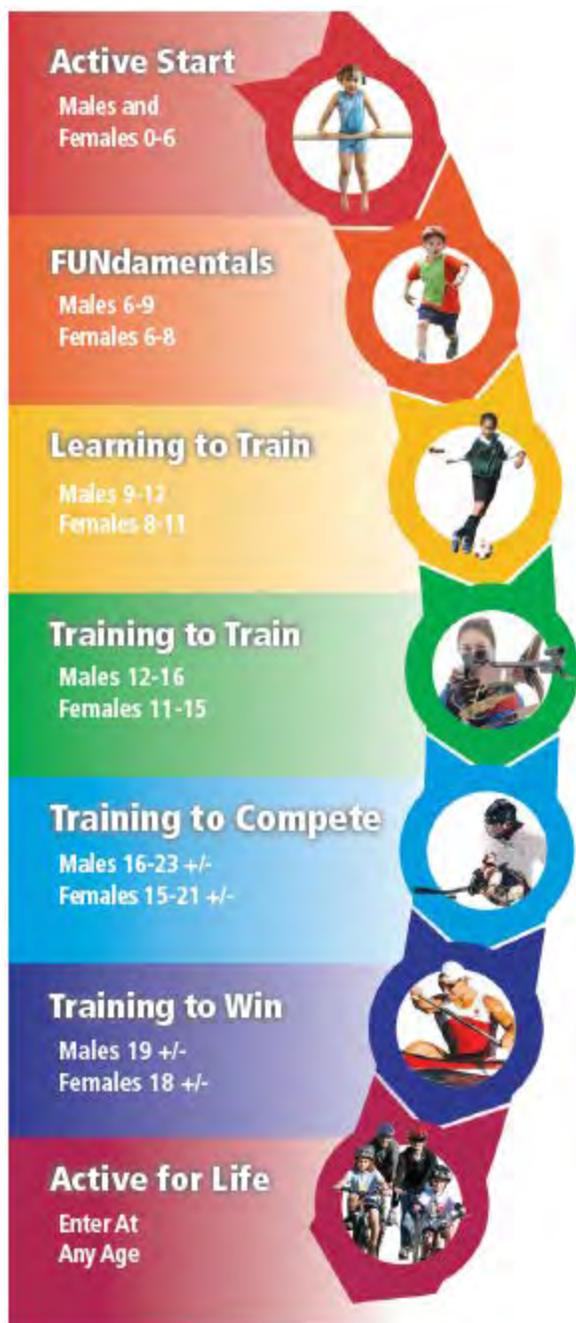
The Awareness stage informs the general public and prospective athletes with disabilities of the available opportunities. Sport and recreation organizations need to make their offerings and resources known.

Those who acquire a disability generally experience great change and transition. These individuals may not be aware of the many sporting and physical activities that are available to them.

First Contact Stage

The First Contact stage ensures persons with disabilities have a positive first experience with an activity and remain engaged. Organizations need to train coaches and develop programs that provide suitable orientation for prospective athletes with disabilities, helping them to feel confident and comfortable in their surroundings.





Visually impaired children and youth need physical literacy. The first and most important goal for every visually impaired individual is “get active!”

The Canadian Blind Sports Association (CBSA) has created this Goalball Long-Term Athlete Development model. This model is meant to help individuals with a visual impairment develop in the sport of Goalball. It is meant to meet the particular needs of individuals with a visual impairment.

Physical activity from the earliest ages, engaging all senses, in multiple activities across all four basic environments, helps to create the foundation of physical literacy essential for development.

The FUNdamentals

All individuals need to participate in fun physical activity and games to develop the fundamental movement skills and sport skills that make up physical literacy. Some persons with disabilities may not learn the FUNdamentals and physical literacy. Children with a disability may have difficulty acquiring fundamental movement and sport skills for a variety of reasons; such as the fact that not all schools systems feature well-adapted physical education.

It takes creativity to include a person with a disability into a group activity where FUNdamental skills are practiced and physical literacy is developed.

The physical literacy skills needed by children with a disability should include all of the fundamental skills (adapted as required). It is critical that individuals who acquire a disability learn the necessary physical literacy skills to participate in a wide range of sports and recreational activities.

Goalball

HISTORY OF GOALBALL

Goalball was invented in 1946 in an effort to rehabilitate veterans of the Second World War who had lost their sight.

The game was invented by an Austrian named Hans Laurenzen and a German named Setf Randlem.

Goalball was introduced to the Paralympics as a demonstration sport at the 1976 Games in Toronto, Canada and has been in every Paralympic Games since.

Women first competed in goalball during the 1984 Paralympic Games in New York, USA.

WHAT IS GOALBALL?

Goalball is a Paralympic Sport for both men and women, played exclusively by athletes with visual impairments.

Goalball teams consist of 6 members, with only 3 playing at a time. There are three positions: center, right wing, and left wing.

The game is played on a court the same size as a volleyball court, with goals at either end.

Goals span the width of the court at either end, and are roughly the height of an ice hockey net.

All players must wear opaque eyeshades at all times so everyone is on an even playing field, and cannot see anything regardless of their degree of visual impairment.

At the international level all players must be legally blind which means that they have less than 10% vision, and are classified as a B3, a B2, or a B1 – totally blind.

Since the players can't see the markings on the court, all of the lines are applied by taping cords to the floor. This creates tactile markings which the players can feel with their hands and feet to orient themselves on the court. Roughly-textured floor tape is also used as markings on the court – usually only during match play or where goalball is habitually played.

CLASSIFICATION

Athletes are required to wear 'blackout' masks on the playing court to ensure the players compete on an equal footing despite varying degrees of sight. However, athletes with visual impairments are commonly classified using the following criteria:

B1: Total absence of perception of the light in both eyes, or some perception of the light but with inability to recognize the form of a hand at any distance and in any direction

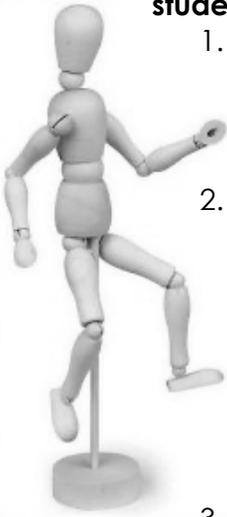
B2: From the ability to recognize the form of a hand to a visual acuity of 2/60 and/or a visual field of less than five degrees

B3: From a visual acuity of above 2/60 to a visual acuity of 6/60 and/or a visual field or more than five degrees and less than 20 degrees

All classifications are completed by measuring the strongest eye to the highest possible correction. All athletes who use contact lenses or correcting

INSTRUCTIONAL IDEAS

3 Major Techniques that facilitate comprehension in teaching students who are blind:



1. Use descriptive language. Be as clear as possible. Avoid using words that do not concretely refer to someone/something (e.g., "Pick up that thing over there).
2. Use hand-body manipulation. This can help guide the student through each movement. Be sure to ALWAYS tell a student before you do this. Make sure the student is comfortable with this before you do this in a classroom situation. Continue to actively describe what you will be doing next, so that the student can anticipate your movement.
3. Brailing can be used to help demonstrate a new skill or movement. Brailing involves allowing the student to touch the person who is demonstrating each step or part of the movement sequence. If this is awkward or uncomfortable for the student, tactile manipulation of a wooden doll can be equally effective.





Figure 1 & 2: Student is being shown how to hold a goalball and how to throw a goalball using hand-body manipulation.



GOALBALL SKILLS

Three basic skills will be taught in goalball:

1. **Throwing**

This skill is generally considered a one-handed roll- with a focus on speed and accuracy.

2. **Blocking**

This skill is essential in a good goalball defence - the focus will be on listening to the ball and moving quickly in order to block it (proper block progression will be taught)

3. **Passing**

This skill is important because once a ball is blocked, the student must gain control of the ball and either throw it for a return or pass it to a teammate.

These skills should be adequate when teaching students who are visually impaired or blind. This resource will also focus on teaching fundamental movements skills and will offer ways of challenging students who are not blind or visually impaired.

How to Teach the Basic Skills

Blocking - Blocks are typically made from a horizontal lying position with arms and legs fully extended.

Throwing - An underhand technique is used to throw a goalball. The skill closely resembles the delivery used in bowling. Once the ball has been successfully blocked, players have 10 seconds to return the ball to their opponent's end of the court.

Passing – Before a pass is made the passer should call the name of the receiver. To ensure accurate passes receivers knock on the floor to give an audible cue. Passing is an important skill to learn because a player is not permitted to throw a ball more than two consecutive times in traditional game play.

THROWING

- One handed delivery and a simple three-step approach
- Stance and approach similar to that of throwing a bowling ball
- Left, right, left step approach
- First step (left) short and quick, while other two steps should have a longer stride
- First step is when student swings 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 (see images)
- Throws ball in less than 10 seconds



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Figure 1: Student is shows how to throw a goalball from a standing position



Figure 2: Student shows how to throw a goalball from a sitting position



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PERFORMANCE CRITERIA: THROWING

Student: _____ Date: _____

Skill: Throwing	Observed	Not Observed
Faces proper direction		
Uses lines/marks to self-orient before throwing		
Arm swings back		
Forward step with opposite foot		
Low release (low body position)		
Throws in 10 seconds or less		

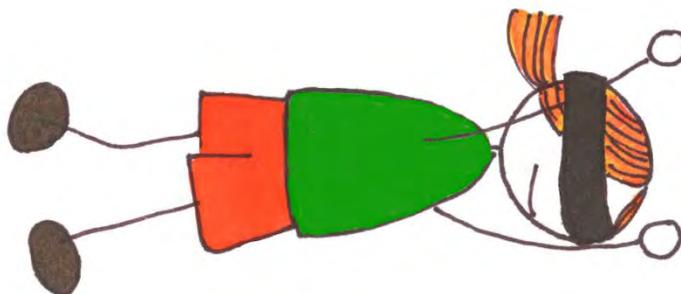
Comments:

BLOCKING

- Students should start in basic “ready” position (feet shoulder width apart, knees slightly bent, arms forward with elbows slightly bent)
- Students should listen to the direction of the ball if the ball is going to their right, then the student should lower themselves to the floor carefully and then quickly lower knees and hips on right side of body



- The student should make themselves as “long” as they can, by stretching out arms and legs
- Arms should be brought in front of the face to protect their face from being hit and head should tilt back slightly
- 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 student's body will act like a ramp, deflecting the ball up and into the net.



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Figure 1: Student shows proper blocking position; arms extended above body covering face.



Figure 2: Student has successfully caught goalball in blocking position





PERFORMANCE CRITERIA: BLOCKING

Student: _____ Date: _____

Skill: Blocking	Observed	Not Observed
Ready position		
Floor contact with hands and arms		
Side-lying position, arms legs fully extended		
Legs extend straight out from hips – ankles are not touching.		
Face protected		

Comments:

PASSING

- Passing a ball to a teammate can be done with one or two hands
- The key is to let your teammate hear the ball when you are passing and NOT the other team (this is an important strategy)
- Students should pass by lifting the ball off the floor (about 5 inches)
- It is important to let your teammate know that you are passing them the ball, communication can be made by calling their name and having them tap the floor to indicate their position
- Please note that if a pass goes behind you into your own net, it counts as a goal. If a student loses control of the ball while making or receiving a pass and the ball rolls out of bounds, this is an infraction, and the ball is returned to the opposing team.



Figure 1: Student is about to pass the goalball. Make sure to encourage communication- which helps player orientate the pass in the correct direction.

PERFORMANCE CRITERIA: PASSING

Student: _____ Date: _____

Skill: Passing	Observed	Not Observed
Calls for teammate		
Waits for response		
Respond to call by tapping		
Controls the pass		
Gentle toss with bounce		

Comments:



GOALBALL RULES

There are many rules in Goalball, but some of the most important rules are as follows:

- Each team has up to six players, with three players on the court at any one time.
- Athletes compete in two 12-minute halves with a three-minute half-time break.
- The team throwing must roll the ball towards other team's net. Many players throw the ball like they would a bowling ball.
- The team throwing has only 10 seconds to throw the ball towards the other team's net.
- A thrown ball must touch the floor before passing over the centre line.
- No team member may take more than two consecutive throws for his or her team.

- Players attempt to block the ball by lunging sideways with their bodies.
- A goal is scored when the ball passes over the goal line.
- The winning team is the one which scores the most goals at the end of regulation time.

Referees and line judges:

There are two referees, who assess penalties and control the flow of the game. There are also two line judges per side. These judges determine when a goal is scored, as well as when the ball goes out of bounds on their respective sides.



PLAYING AREA

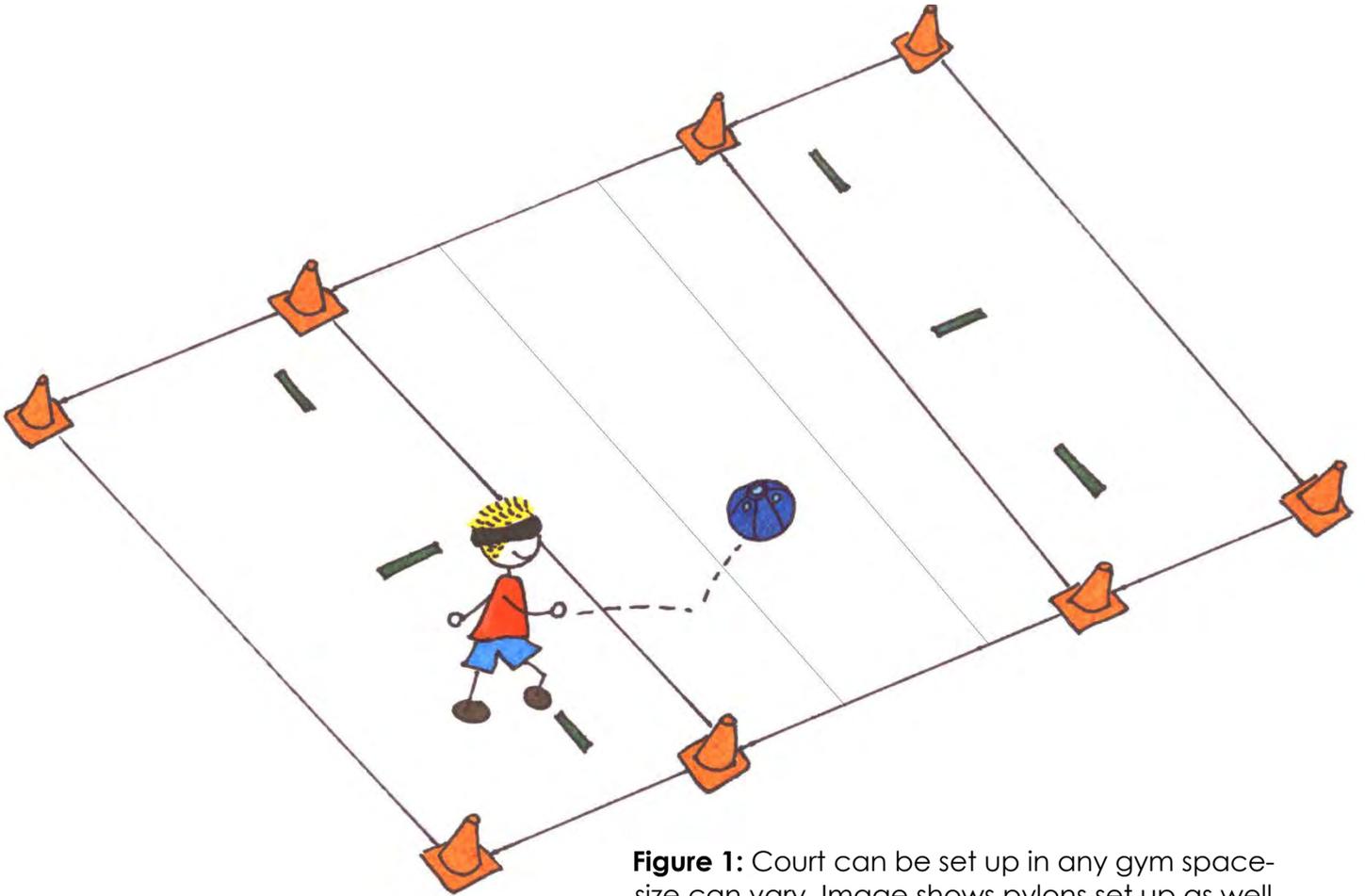
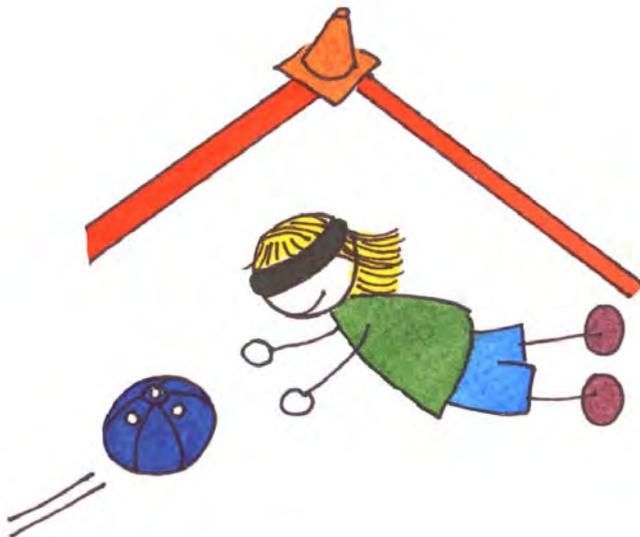
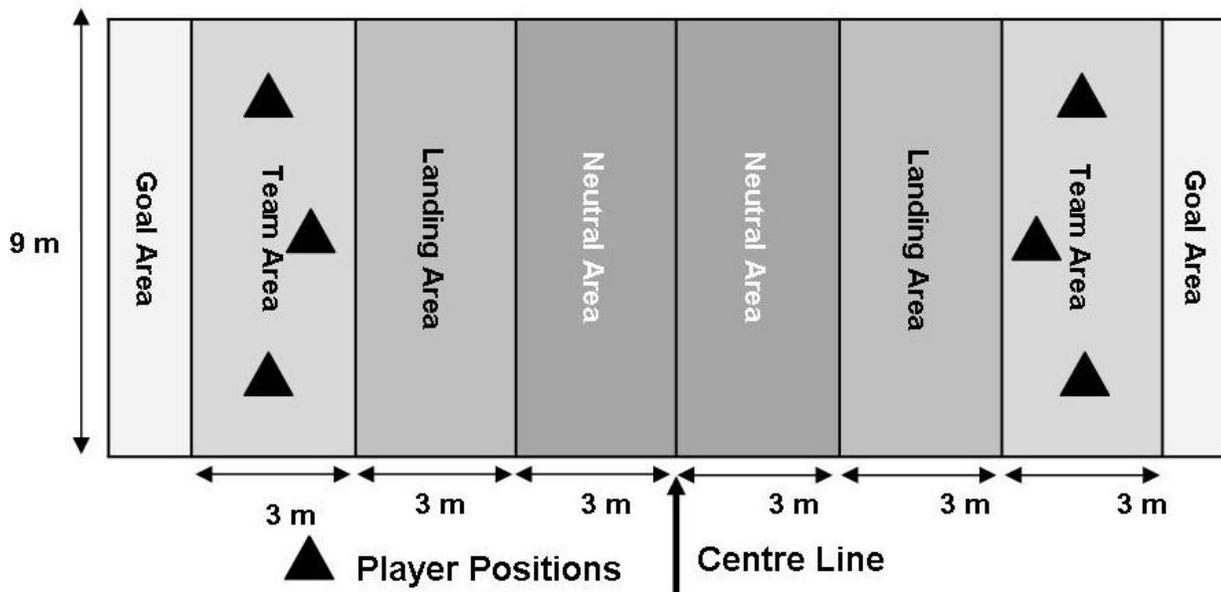


Figure 1: Court can be set up in any gym space-size can vary. Image shows pylons set up as well as proper positioning of gym tape over string



GOALBALL COURT



The Indoor court should be 18 m long by 9 m wide (the same size as a volleyball court).

The boundaries for the different areas (Team Area, Landing Area and Neutral Area) are marked off with several layers of tape (or tape over string) so that they can be felt by the players.

Image courtesy of the Canadian Paralympic Committee
(See website)

[Paralympic Education Link: Goalball](#)



Figure 1 & 2: Images show child touching string covered by gym tape. This helps child find his/her position on the floor.



Figure 2: Gym tape can be purchased in several colors. It is safe to use on gym floors as the name suggests.

EQUIPMENT MODIFICATIONS

If you do not have the proper equipment suggested, here are some possible modifications that you can use.

Goalballs If you do not have enough goalballs for every student, you can wrap a plastic bag around a basketball. You could also use a beach ball with rice inside.

Eye Shades Eye Shades or cheesecloth can be used (although be aware that cheesecloth does not completely block out vision) Swim or ski goggles are effective alternatives, all you need to do is put black tape to cover the eyes (black permanent marker works well, too).

***Please note that the term "eyeshade" will be used throughout this document but any form of eye covering could be used.*



Figure 1: This image shows a typical beach ball



Figure 2: This image shows what cheesecloth looks like



Figure 3: This image shows many types of eye coverings that can be worn

Noisemakers You can basically use anything in this capacity as long as it makes noise. What would work well are maracas, tambourines, shakers or even having the students clap their hands or use verbal cues. Feel free to experiment and see what works best for your students.



Figure 4: Maracas can be easily held and make a loud noise.



Figure 5: Egg shaped shakers are kid friendly and can be easily held.



Figure 6: Tambourines are quite loud and can heard throughout a large space noise.

ELEMENTARY SKILL BREAKDOWN

In the *Elementary Lesson Plans*, the focus will be on teaching Fundamental Movement Skills. However, as well as teaching the following skills:

Body Awareness <ul style="list-style-type: none">• focusing on demonstrating and teaching paths of motion (direction and pathways)• teaching students to respect the personal space of others• allowing for opportunities to experiment with how to use space adequately
Decision Making and Problem Solving <ul style="list-style-type: none">• using cooperative games as a tool for solving a problem
Communication <ul style="list-style-type: none">• especially crucial when teaching a students with a visual impairment, focus on communicating during a task, game or sport activity
Auditory discrimination <ul style="list-style-type: none">• teaching this skills is important for goalball as it helps students use their hearing when listening for the ball
Space awareness <ul style="list-style-type: none">• focusing on how to use space effectively
Gym/field safety and awareness <ul style="list-style-type: none">• allowing students to become more familiar in their environment
Relationship building <ul style="list-style-type: none">• encouraging teamwork and providing activities for students to work together

Students will need to master certain fundamental movement skills if they are to enjoy the wide range of physical activities, sports, and recreational pursuits.

The teaching of fundamental movement skills is an essential component of students' learning and is not learned inherently. Students require early systematic and direct instruction in these skill areas.

INTERMEDIATE SKILL BREAKDOWN

In the *Intermediate Lesson Plans*, the focus will be on teaching Sport Movement Skills.

It is important to note the difference between fundamental sport skills and fundamental movement skills.

Fundamental sport skills are essentially fundamental movements skills applied to a sport situation: for example, kicking a soccer ball, running a sprint and throwing a goalball.

Other Goalball specific skills will also be taught, such as:

Throwing (underhand arm toss)
Throwing for accuracy
Moving fluidly
Passing skills
Goalball game strategy
Player Orientation
Court Orientation
General Rules

Instructional Strategies

Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley 1992).

In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Cobb et al. 1991).

There are several instructional strategies that are listed in this resource such as:

Independent Instructional Strategy

- Journal writing

Indirect Instructional Strategy

- Reflective discussion

Interactive Instructional Strategy

- Cooperative Learning
- Think, Pair Share
- KWL

An excellent interdisciplinary strategy is Cooperative Learning, sometimes called small-group learning because small groups of students work together on a common task.

According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful small-group learning:

- **Positive interdependence:** Students feel responsible for their own and the group's effort.
- **Face-to-face interaction:** Students encourage and support one another; the environment encourages discussion and eye contact.
- **Individual and group accountability:** Each student is responsible for doing their part; the group is accountable for meeting its goal.
- **Group behaviours:** Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.
- **Group processing:** Group members analyze their own as well as others' ability to work together.

Focusing on Oral Communication

Oral skills – both speaking and listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding.

The strategies in this section provide simple but powerful tools for improving communication and fostering the inclusion of students with visual impairments. These tools can help you to obtain more precise information about what your students know and can do. Students need authentic opportunities to learn how to listen and speak effectively in a variety of situations – in pairs, and in small and large groups.

Strategy: Think, Pair, Share

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:



1. **Think:** Students think independently about the question that has been posed, forming ideas of their own.



2. **Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.



3. **Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Strategy: KWL

This strategy will allow students the opportunity to talk about what they **Know** about Goalball, what they **Want to Know** about Goalball and then as a post-unit reflection, what the **Learned** about Goalball.

Provide each group with a chart and have them copy the following:

K	W	L
What do you think you KNOW about...	What do you WANT to know about...	What did you LEARN about...

Here are some examples of what students might write in each category:

KNOW:

- I know that goalball is a Paralympic sport.

WANT TO KNOW:

- I want to know how many players can play at one time.

LEARNED:

- I learned that there are 3 players that play on the floor at one time.

Strategy: Small Group Discussion

Another strategy that can be used for small group discussion is to assign roles to students. This makes students accountable for what is being discussed and allows for everyone to take ownership over their learning. In essence, the group truly needs to work together to accomplish the task. The roles are as follows:

Leader: The leader defines the task, keeps the group on task, and suggests a new way of looking at things.

Manager: The manager gathers materials the group will need, keeps track of time, and collects materials the group used.

Reporter: The reporter records the ideas generated by the group, and clarifies the ideas with the group before recording. The reporter also shares the group's ideas to the class.

Supporter: The supporter provides positive feedback for each speaker, makes sure everyone gets a turn, and discourages negative behaviour.

***Role cards can be given out so that students can remain focused on what they are expected to do*

Divide the class into small groups and explain the task and the time parameters. Circulate during the task to ensure that all students are fulfilling their roles, or to model the process.

Role Cards

LEADER

- Does everyone understand what we're doing?
- Have you thought about this in another way?
- We're getting off topic; let's get back to the task.

MANAGER

- We have _____ minutes left.
- We haven't heard from _____ yet.
- Please don't interrupt; you'll get a turn.

REPORTER

- Would you please repeat that?
- What do you mean by that?
- Let me read to you what I've written so far.
- Does anyone have anything to add before I report to the class?

SUPPORTER

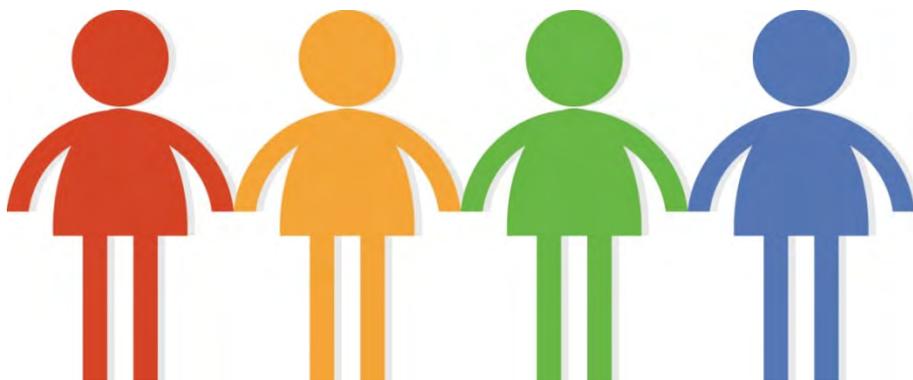
- Really good point.
- We haven't heard from _____ yet.
- Please don't interrupt; you'll get a turn.

DEBRIEF/REFLECTION

Allowing students to think about what they did is important to allow students to focus on their thoughts and experiences. It helps them gain greater understanding of the topic and of others thoughts and ideas. An effective reflection has also been shown to help students identify their own strengths and areas of improvement.

After the discussion, ask students to individually complete a Reflection Sheet. You can also debrief with the whole class, asking students to comment on the success, benefits of the exercise.

**Be sure to switch roles the next time you use this strategy allowing for students to try each of the other roles.*



Small Group Work: Reflection

Name: _____

Role: _____ Date: _____

First, let's talk about how YOUR GROUP did...

1. Comment on **your group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.

2. What are your group's strengths?

3. What are your group's areas for improvement?

Now, let's talk about how YOU did...

1. Comment on **your own ability** to work in a positive manner. Consider cooperation, listening, and organization.

2. What are your strengths?

3. What are your areas for improvement?

4. How successful were you in fulfilling your assigned role?
Please comment.

1 Lesson



Objectives: Share information on blindness and visual impairment, brainstorm about Goalball, cooperative group work

Classroom Discussion

WHAT IS BLINDNESS?



Begin this unit by leading a classroom discussion. Using the Think, Pair, Share strategy have the students discuss the questions below:

- What does it mean to be "blind"?
- What does it mean to be "visually impaired"?
- Do you know anyone who is blind or visually impaired? (allow students to share stories with the class)
- What are some things that you think people who are blind may find difficult? How do you think they adapt to these tasks?
- What causes blindness?
- What kinds of jobs do you think people who are blind may have?
- What kinds of sports do you think people who are blind play?
- What do people who are blind use to travel safely?

JOURNAL RESPONSE

It is important to follow-up the discussion with a written response. Students will have had time to listen to their classmates' thoughts and may want to reflect on what has been said. Your student with a visual impairment can record his or her responses to these questions using his or her tools for writing (e.g., braillewriter, word processing software, etc.).

Respond to one of the following questions:

1. What were you most surprised about during our discussion today? Explain why.
2. Throughout the discussion, did you learn something new?
3. Write about three things that you found most interesting about the discussion today?
4. Is there anything that leaves you asking questions about? Explain Why.

Activity:

Ask the students to close their eyes as they are sitting in their desks. Have them imagine that they must go to the bathroom, lunchroom, etc. While keeping their eyes closed, have them think about how they would find their way if they could not use their vision. Have them think about what obstacles would they encounter?

**HOMEWORK**

1. Have each student write three questions to ask someone who is blind or visually impaired.
2. While at home, have each student close their eyes (under supervision) and attempt to complete an everyday task (such as putting on their socks, brushing their teeth, etc.

Activities

Let's Imagine! (10-12 minutes)

1. Ask the students to close their eyes as they are sitting in their desks. Ask students to imagine the route between their classroom and the library, washroom, etc. If you were to navigate between these two locations without sight, what cues could you use? How could you use your sense of hearing, touch, smell, to get to where you would like to go?
2. Take out some coins and ask students to close their eyes. By using only their hands and not their vision, ask them if they can decipher which coin is which. Afterwards, have them open their eyes and see if they were correct.

Let's Talk About Goalball! (7-10 minutes)

- Equipment: One large paper per group, one marker per group
- Formation: Place students in small groups
- Action: Using the KWL strategy listed earlier, have each group write all that they already know about Goalball in the KNOW column. Then allow for some time to share answers out loud- allowing for other groups to add to their paper. Then have students write down anything they want to know about Goalball in the WANT TO KNOW column. Leave the LEARNED column blank and revisit it at the end of the unit to allow students to check back and see if they learned anything new.

2 Lesson



Objectives: Teaching basic rules of Goalball, introduce basic stretching, underhand throwing

Goalball: Teaching the Basics

There are many different skills to teach in the sport of Goal ball. Here will be a brief overview on what to teach:

Court familiarity: The players should get on their hands and knees and feel their way around so that they become familiar with the court. Encourage them to feel for markers (string covered with tape) used to help players orient themselves on the court.

Basic Positions: Teach the three basic positions:

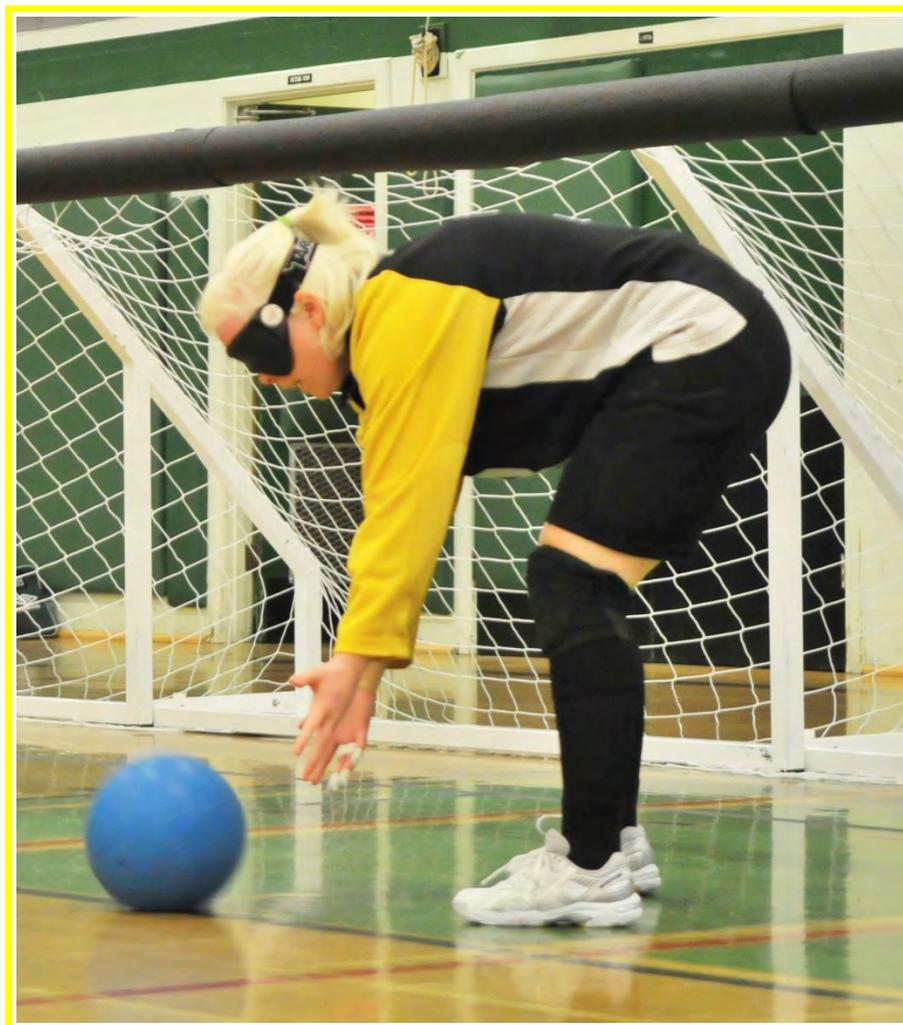
- Ready Stance: Can vary depending on skill level; on knees, on hands and knees or crouching (International level players typically use the "on one knee" stance)
- Stop/Block Position: Lying with hands stretched out above head and legs straight out
- Throw Position: Step with opposite foot to start. After about 3 steps, follow through with a sweeping underhand throw.

Throwing: Make sure the players step with their opposite foot (can take several steps to garner more speed) and swing their arm back fully when they throw.

Slide Stepping: Have the players start getting comfortable with slide stepping to the right and left in their ready stance.

Body Position: Make sure the player angles his/her upper body toward the ball so they do not act like a ramp for the ball to jump over.

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Simon Says (5-7 minutes)

Equipment: None

Formation: Students need to spread out in gym

Action: Similar to the original Simon Says, students should already have been shown each goalball skill and have copied the teacher. A useful method for teaching a new skill is the Whole-Part-Whole teaching method (see below). For the activity, the teacher can give instructions such as:

Simon Says:

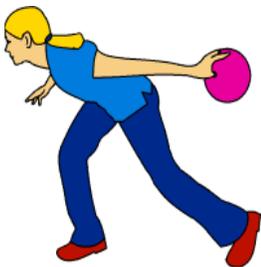
- | | |
|-----------------|--------------------|
| -ready position | -blocking position |
| -body position | -side step |
| -slide left | -slide right |

WHOLE-PART-WHOLE METHOD

In this effective method, the whole skill is first demonstrated and practised, before being broken down into parts. Students will be given the opportunity to practice the individual parts and have a chance to improve before putting the whole skill back together.

Example: Throwing a goalball

1. The teacher will demonstrate the proper walk up throw (similar to that of throwing a bowling ball) and students will observe.
2. Next, the teacher will break the skills down into bringing arm back, taking steps and then bending down low upon release.
3. Once students have had the opportunity to observe each part, have them stand up and practice. Be sure to provide a lot of feedback.
4. Finally, allow students to put all of the parts together and practice complete skill.



Warm-Up

Over and Under Relay (7-10 minutes)

Equipment: One ball for each team (preferably one with a bell) and enough eyeshades for all

Formation: Have teams line up on the starting line wearing eyeshades

Action: Students pass the ball from the front of the line to the back of the line going over the head and then between the legs. Once the person at the back of the line gets the ball, he/she runs to the front of the line and starts all over again.

Knots (5-7 minutes)

Equipment: Eyeshades

Formation: Students are placed in small groups (perhaps 5-7 students per group depending on the number of students)

Action: Have students stand in a circle formation shoulder to shoulder wearing eyeshades. Each student holds 2 hands but not from the same person. The object is to untie your knot so your group is standing in a circle with their hands joined. They may rotate their hands without letting go to help accomplish this fun task.

Pair Tag (5-7 minutes)

Equipment: Eyeshades

Formation: Students are in pairs with one person with his/her hands on shoulders.

Action: On command "go", each pair runs around and tries to hook onto another pair while avoiding being hooked onto themselves.

Activities

Throwing drill (5-7 minutes)

Objective: Effectively throwing ball to partner using proper underhand technique

Action: Student works one-handed throw with a focus on stepping with alternate foot while their partner stands next to thrower and helps by giving verbal cues such as: "Step with your left foot" and "bring the ball back with your arm." Partners should also provide feedback on the accuracy of the throw. Together students can brainstorm why a throw went in a certain direction.

Find Your Way (5-7 minutes)

Equipment: Gym tape and string, eyeshades

Action: Each player starts in their ready position on the court, the coach gives directions (i.e. forward two steps, back three steps, right one step), then the athlete has a certain amount of time to find ready position on the floor.

Quick Goalball (10-15 minutes)

Equipment: 6 eyeshades, cones, gym tape, string

Formation: Students are split into teams of 3

Action: Students are introduced to the typical goalball game format. Be sure to reinforce proper positioning, rules, and proper throwing and passing techniques. Encourage students to maintain a quick pace, so that as many students can play as possible in a short period.

3 Lesson



Objective: Focus on teambuilding, communication, throwing for accuracy and passing skills

Warm-Up

Farmer Pick-Up (5-7 minutes)

Equipment: Plastic vegetables (if you have them) or beanbags, one eyeshade for each pair of students.

Formation: Spread the vegetables around the area that is to be used.

Action: Teams work in pairs so that one of the members can verbally guide their farmer (wearing the eyeshade) to collect the vegetables. The pair that collects the most within the given time is the winner. This blindfolded game should be at least run in two rounds so that everyone has a turn being the farmer.

Star Pass (5-7 minutes)

Equipment: Eyeshades for all and one goalball per team

Formation: Students should spread out in a star formation

Action: Students will pass to someone across the star; they can communicate when they make a pass (much like they would when passing the ball in goalball) by tapping the floor or calling out to the person who is passing.

Tight Rope Walk (5-6 minutes)

Equipment: Some type of balance beam (rope, gym tape with string underneath, Roll Out Beams, Sensory Balance Beam, Vinyl Balance Beam) and eyeshades.

Formation: Spread the balance beams out across the gym floor and split the class into groups to ensure maximum attempts.

Action: Students must try to walk across the balance beam without falling, while wearing an eyeshade. Students should take their shoes off for the activity to work best. If they step off the rope then they must take off their eyeshade and go back to the start. Two beams will enable teams to compete against each other. Guides can be used if the task is too difficult under eyeshades.

Activity

Goalball Game (20-25 minutes)

Equipment: 6 eyeshades, cones, gym tape, string

Formation: Same as the Goalball game played in lesson 2

Action: Students will play the typical game format. Again, as in lesson 2, be sure to reinforce proper positions, rules and proper throwing and passing. Actual goalball penalties can be assessed, so that players get a realistic sense of what is involved in an authentic game situation. If space allows, feel free to have more than one court at a time.

4 Lesson.....



Objective: Increase goalball skill level by practicing drills; throwing, blocking and passing.

Warm-Up

Blizzard (10-12 minutes)

Equipment: Can vary (hoola hoops, cones, balance beams, mats, etc), eyeshades

Formation: Students will pair up with one partner wearing the eyeshade. The equipment can be set up as a type of obstacle course around the gym. Ideally, the obstacles should be things that the students must climb over, crawl under, go through, go around, etc.

Action: Students will need to go through the "blizzard" together with the person that can see guiding the one wearing the eyeshade. This can be done in a few different ways:

1. For younger groups, the student wearing the eyeshade may hold the arm or hand of the student not wearing the eyeshade. Once the students have successfully found their way out of the "blizzard" the students can switch roles
2. You can also have the students only use verbal directions to manoeuvre the obstacles. Examples of these directions may include: "You must go through the tunnel (hoop); duck down, climb over the bridge (bench)" etc.

Elbow Tag (5-7 minutes)

- Equipment: One eyeshade for each pair
- Formation: Students pick a partner and spread out around the gym with one partner wearing an eyeshade.
- Action: Choose one person to be "it" and one person to be "not it". Have everyone else link arms with their partner (one person wears an eyeshade). The pairs will be lead around the gym by the person who can see because they do not want to have the person who is "not it" link arms with their group. The person who is "not it" will be chased and the only way to avoid being tagged is to link arms with someone (make sure it is the person wearing an eyeshade). Once the person who is "not it" links arms with the person who is wearing an eyeshade, the other person (not wearing an eyeshade) must let go and they become the person being chased. This is very similar to normal Elbow Tag, but with a twist. If it takes too long for the tagger to tag someone, the students can take turns.

Drills

The next part of this lesson will have students go through a typical goalball "practice" in which they will see what it is like for goalball athletes to train.

You can set this up as stations and have the players rotate through in groups, ensuring enough time for all members of the group to practice each skill.

Drill #1: Throwing Drill

- Equipment: One eyeshade per group of 4 and one goalball
- Action: Student will work on proper one-handed throwing technique with target partners to provide feedback to accuracy of throw. Students take turns as the "thrower" and the other 3 spread out as targets for the person to throw to. Target partners call out for the ball and "thrower" attempts to throw to the target.

Drill #2: Blocking Drill

This drill is excellent for blocking practice for a beginning player.

- Equipment:** Two cones per group, one eyeshade per group of two and one goalball per group of two.
- Formation:** Set up two cones as a goal and have the player wearing an eyeshade kneel down in between the cones.
- Action:** Have their partner attempt to roll the ball past the player and in between the cones. The distance between the cones can be increased or decreased depending on the skill or height of the "blocker." The distance between the blocker and the thrower can be increased or decreased as well. Students can keep track of the number of goals scored to track their progress.

Drill #3: Passing Drill

This drill involves a high level of teamwork and helps practice passing.

- Equipment:** Enough eyeshades for all players and one goalball per group of 5.
- Formation:** Have players sit approximately 5 feet apart in a zigzag formation sitting on the floor.
- Action:** Players sit on the floor in two lines ready for a relay. All players wear eyeshades (have one player standing without an eyeshade to catch any loose balls). On "go" the players pass the ball to each other as accurately and quickly as possible to the end of the line and back. Modifications for this drill include having teams complete the drill on their own without it being a competition (decreased difficulty) or increasing the distance between each player (increased difficulty).

TIP: Feel free to stop students during drills to point out those who are doing the skill properly. Describe to students wearing eyeshades what these students have been doing correctly.

Pointball (20-25 minutes)

Equipment:

Formation: Same as during a goalball game

Action: During this modified game of goalball, points are awarded for both scoring (3 points) and blocking (1 point). Otherwise, goalball rules apply. You can either play for a length of time (e.g. best score after 10 or 20 minutes wins) or by a certain number of points (e.g. first to 25 points). This will depend on the number of players.

Alternative: You can incorporate gym mats into this game by placing 3 mats (one for each player on the floor). To block a shot, a defending player must have at least one body part (e.g. hand or foot) touching his or her mat.

During this game, you can give jobs to students who are not currently playing. Such as:

Time Keeper: A central timekeeper if games are being played to a time limit.

Referee: Each match will require a referee.

Goal judge: Goal judges can assist with ball collection and assist the referee with decision making.

Scorekeeper: Each match will require a scorekeeper (this could also be the referee).

Coach: Each team could have a coach to support players.

Shot recorder: Individual shot statistics can be recorded for each player so performance can be measured.

Reporter/photographer: Match/competition reports, photos or video clips can be produced to help promote the sport within the school.



5 Lesson



Objective: To teach students proper goalball tournament organization and game play.

Set-Up

Planning a mini-tournament is an excellent way for students to see what a real goalball event looks like. This can be done only for your class, or as an introduction to goalball for the rest of the school. Some suggestions are:

Coordinate a goalball Intramural activity

- Have students create promotional materials to advertise throughout the school, including in morning announcements.
- Contact parents and invite them to watch.
- Can be done during lunch or after school.
- Run the intramural program for several weeks, posting scores each week of winning teams.
- Invite a real goalball athlete to be a "guest coach."

Plan a Goalball Family Game

- Have students in the class invite 1-2 parents/guardians to play during class time or after school.
- You could also have them invite siblings or friends (if they go to the same school).
- Hand out participation certificates.
- Have participants rotate as players, goal judges, referees etc.
- Be sure to take pictures of the event and you could have students create a newsletter to send home with articles about the day. Ensure that photo permissions are in place beforehand.

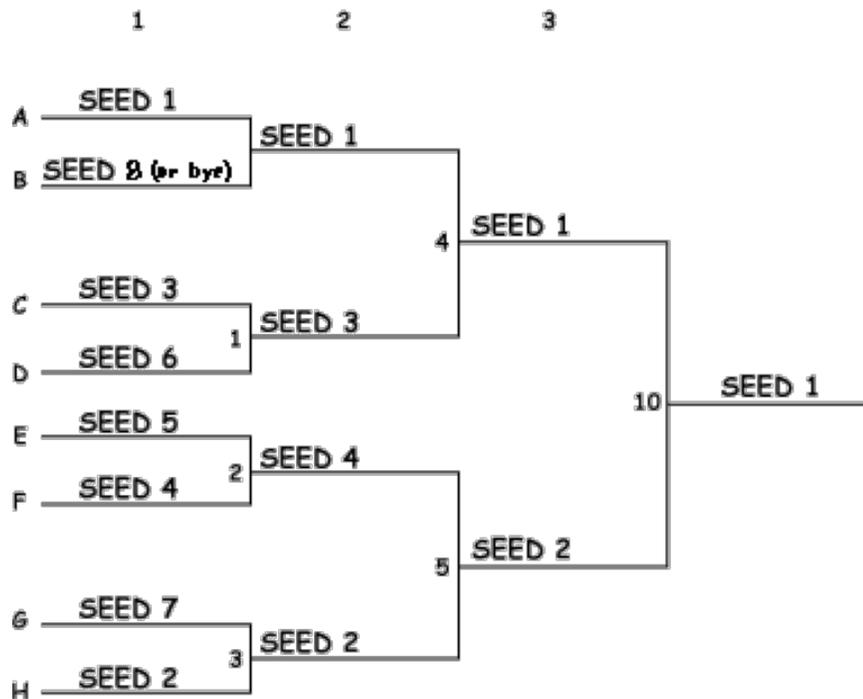
Teacher Challenge

- Have students challenge the teachers to a game of goalball.
- Rotate students in the various roles and alternate players at regular intervals.
- Invite other classes/entire school to watch.
- Offer prizes for Most Improved Player and Most Valuable Player (each prize can be chosen by the opposite team (e.g., students choose MVP for teachers)).

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Round Robin Tournament

- Have students choose teams and select a team name
- For all the games in the round-robin:
 1. A victory is worth 3 points;
 2. A tie is worth 1 point;
 3. A loss is worth 0 points.
 4. See below for sample schedule (this can be done over a period of several classes or shortened for a mini-tournament in one period).



Tournament Set-Up

OFFICIALS

In official competition, each game shall have:

- 2 *Game referees* (one on each side of the court)
- 4 *Goal Judges* (standing on either side of the goal at both ends of the floor)
- 1 *Scorer* (keeps track of the score)
- 1 *Timer* (times the game)
- 1 *Ten Second Timer* (keeps track of throws)
- 1 *Shot Recorder* (keeps track of who throws the ball to check for players throwing more than twice in a row)

LENGTH OF GAME

- Games are a total of 20 minutes in duration.
- Divided into two halves (10 minutes each).

COIN TOSS

Before the start of the game, the referee leads the coin toss. The winner may choose either goal to defend OR may choose to throw or receive.

ORIENTATION

At the beginning of the game, or when someone is subbing in, a coach or an official could lead the player to the goal (provided you have one) and then it is up to the player to find their own way to their spot using the floor markings.

SCORING

Any time the ball crosses the goal line, this is considered a goal. It is possible for players to score on their own goal.

TIME OUT

Each team gets 3, 45 second time outs during play.

5

Goalball Infractions

If any of these infractions occur, the ball will be turned over to the defending team. Here are some of the rules to follow when playing:

Premature Throw: If any player throws the ball before the referee has given the `play' command. The throw counts but cannot score.

Dead Ball: If the ball stops in the team area without being touched, it is declared a `dead ball` and the referee will retrieve the ball.

Pass Out: Occurs when a ball goes over the sidelines when being passed between teammates.

Ball Over: If the ball is blocked by the defence and rebounds over the centre line, the ball shall be returned to the team that threw it.

Personal Penalties

Any penalty that occurs, will result in a penalty throw, in which the player who received the penalty will stay on the court, alone to defend. Please note that not all personal penalties are listed below as to not overwhelm students.

Eyeshades	Anytime a player touches his or her eyeshades without permission (i.e., during play), a penalty occurs.
Third Throw	Anytime a player throws the ball more than twice in a row, a penalty occurs
High Ball	Anytime the ball does not touch the floor at least once in the team area after the throw
Noise	A player may not create excessive noise during the act of throwing which would prevent the other team from tracking the ball

5

Team Penalties

Any team penalty that occurs will result in a penalty throw, in which the player who last threw the ball must remain on the court to defend the penalty throw.

10 Seconds	A player must throw the ball within 10 seconds after first contact with the ball.
Noise	A player may not create excessive noise during the act of throwing or after release which would prevent the other team from tracking the ball

Planning

During the planning process, make sure the students take accountability for each aspect of planning the tournament. You can put the students into groups such as:

Officials Planning Group

Responsible for deciding the schedule of who will officiate which games and what other roles everyone will have, locate equipment needed (such as whistles) and also help set up the court

Marketing Planning Group

Make and send out invitations (to teachers, parents, other classes etc.) create posters to put up at school, write and read out announcements, perhaps even inviting local news media to attend the event. (This group can also arrange for the tournament to be filmed and a short video to be made to remember the event.)

Administrative Planning Group

Decide on tournament schedule, make sure equipment is prepared (gym tape, string, pylons, enough goalballs and eyeshades etc.), prepare participation certificates, preparing and photocopying game forms to keep track of scoring as well as listing results on tournament chart

Set-Up Planning Group

This group will be in charge of keeping track of how the gym will need to be set up, setting up the gym on the day of the tournament, designating team rooms for players, arranging and setting up the courts (officials can also help with this step). An individual who is knowledgeable in the dimensions of the goalball court should supervise this work.

Team Selection

All students will be also placed on a team, which they will manage. Teams should be chosen randomly or you can allow students to choose their planning group and goalball team. Each team should have 3-6 players (depending on the size of the class). Encourage teams to choose a team color and a team name. Captains and coaches should also be selected, based on numbers of students.



Post-Unit Reflection



Reflection: Have the students reflect on their role and on the success of the tournament and the unit itself. First, have them silently write in their journal:

**Respond to 1-2 of the following questions:
Encourage students to provide detailed responses.**

1. What were you most surprised about during this unit? Explain.
2. Throughout the unit, did you learn something new?
3. Write about three things that you found most interesting about this unit. Explain.
4. What did you learn about goalball? Compare how you felt about it before to how you feel about it now.
5. What did you like/dislike about planning a goalball tournament?
6. What goalball skills did you most improve on? What skill did you find the most difficult?
7. Look at your first journal response and comment on how your thoughts have changed since the beginning of the unit.
8. What was your favorite part of the unit (video study, playing goalball, setting up the tournament, etc.)? Explain.

Post-Unit Discussion

Provide students with the opportunity to share with a partner (Think-Pair-Share) their thoughts and reflections about the unit. Then, have each pair join another group and share each other's perspectives.

KWL Chart

Finally, have students go back to the KWL chart that they started at the beginning of the unit. Have each student share what he or she learned, and if this answered his or her questions. This is best done as a whole-class activity.