

PHYSICAL EDUCATION AND SPORTS

**TEACHER'S GUIDE SENIOR 6
ASSOCIATE NURSING PROGRAM**

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present to you Physical Education and Sports for Associate Nursing Program Senior Six teacher's guide, which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that students achieve full potential at every level of education, which will prepare them to be well integrated in society 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 teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which students can develop ideas and make new discoveries during practical activities carried out individually or with peers. With the help of the teachers, students will gain appropriate technical skills used in Physical Education and Sports activities and be able to apply what they have learnt in real life situations, especially teaching practices. 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 students where concepts are mainly introduced by an exercise/activity, game situation that helps the students to construct knowledge, develop skills and acquire positive attitudes and values.

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

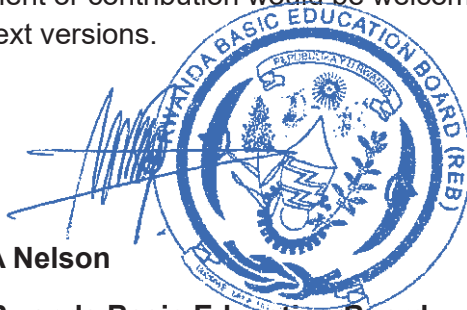
In view of this, your role is to: Plan your lessons and prepare appropriate teaching materials.

- Organize Physical Education and Sports exercises/activities for students considering individual differences, and peers learning.
- Engage students through active learning methods such as task and practice, discovery, field trip, group and individual work activities.

- Provide supervised opportunities for students to develop different competences by giving tasks, which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing students' contributions in the class and during practice of Physical Education and Sports activities.
- Encourage individual, peer and group evaluation of the work done during practice 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.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.



Dr. MBARUSHIMANA Nelson

Director General of Rwanda Basic Education Board

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I wish to express my appreciation to all the people who played a major role in the development of this Physical Education and Sports for Associate Nursing Program teacher's guide for Senior Six. It would not have been successful without active participation of different education stakeholders.

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Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the department of curriculum, Teaching and Learning Resources Department (CTLR-D) who were involved in the whole process of this textbook writing.



Joan Murungi,

Head of Department CTLR/REB

ACRONYMS AND ABBREVIATIONS

Fig: Figure

PES: Physical Education and Sports

R.C.A: Reflect Connect and Apply

RICE: Rest Ice Compress Elevation

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 tutors 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 widerange 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- centred 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	Organize and present in writing and verbally a complete and clear report of a training session or a match for a given sports. Select and use a set of verbal and nonverbal channels of communication during a game situation (a voice, facial expressions and bodily movements). Observe and interpret different game situations and react accordingly. Argue verbally or in writing about any given performance/results in sports.

Cooperation, Personal and Interpersonal management and life skills	Playing in Pairs. Playing in small groups/teams. Playing in large team and/or a club.
Critical thinking	– Demonstrate advantages to the schools where sports is valued contrary to a school or institution where sport is neglected.
Innovation and creativity	Create a set of physical activities of a training session for a given sports. Leading a given activity in sport training session with objectives, methodology, observations, results and conclusions. Design a sketch map of some techniques and tactics used in different games. Create a chart of the main steps in a performing a given tactic in different sports/games.
Intra and interpersonal skill	Ability in facilitating interaction and communication with others. Intra skills refer to the skills of knowing and living with oneself. Inter personal skills deals with knowing and living with others.

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	In teaching and learning process environment and sustainability are addressed when: The teacher explains to students the importance of a safe and clean environment for safe physical and sport activities. Students avoid throwing away used materials before, during and after exercises. There are rules set for cleaning the playgrounds before and after exercises. Students avoid spitting or blowing the nose in pitch, field, and court during exercises.

Financial Education	In teaching and learning process, financial education may be addressed when: Students are able to find themselves local grown solutions as regards to sports equipment and sport materials where there is shortage; Students are good managers of sports infrastructures and sports materials, knowing that some of them are costly.
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	– 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 outdoorspace, 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 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.

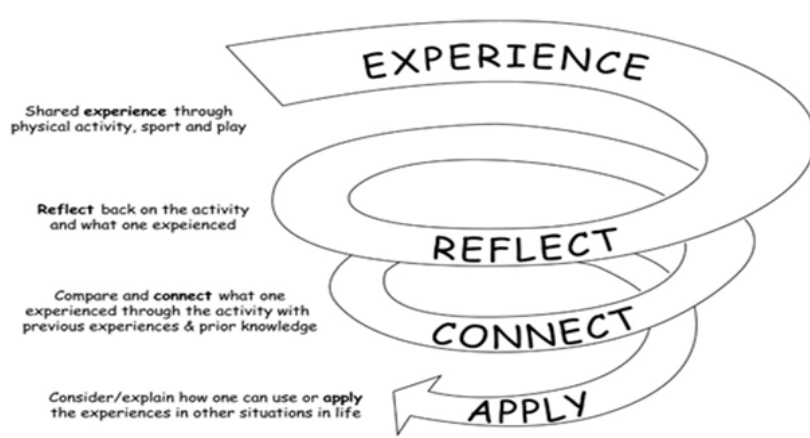
The teacher asks questions like:

- 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 2: SAMPLE LESSON PLANS

School Name:.....

Teacher's name:

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
3	10 th May 2022	Physical Education and Sports	Senior Six	8	3 of 4	40 min	40
Type of Special Educational Needs and number of students				Three students with one leg			
Unit title		Sitting volleyball					
Key Unit Competence		Playing sitting volleyball game adhering to official rules of the game					
Title of the lesson		Sitting volleyball game situation					
Instructional objective		Using the school hall floor, students should be able to play sitting volleyball in a game situation adhering to rules of the game.					
Plan for this Class/ location(in/outside)		Safe floor of school hall.					
Learning Materials (for all students teachers)		School hall, balls , whistle, movable posts with the size in height required for sitting volleyball, net, chalk for drawing lines of the court(you can use other drawing subsistence which are easy to be removed after playing), cards, watch, protective equipment(optional).					
References		Physical Education and Sports Curriculum for Associate Nursing Program. Kigali, 2021.September 2021.					

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Students play sitting volleyball in the game situation by using techniques and tactics of playing sitting volleyball adhering to rules of the game.		
	Teacher's activities	Students' activities	
Introduction Opening discussions: 3min	– Check students' readiness by checking out sports equipment and infrastructure to be used.	Respect instructions given by the teacher	Communication Is developed through the process of questions-answers.

	Brainstorm about basicsitting volleyball rules learned in the lesson 2 – How many players who are playing sitting volleyball? – Is it possible to play sitting volleyball on the pavement court?	Possible answers: Players in sitting volleyball are six. No, because movement of players should not be easy. They have to use their buttocks and hand in moving. Therefore, pavement can cause injury. It is recommended to play on a smooth floor.	Critical thinking and problem solving: Are developed through brainstorming and discussing about basic sitting volleyball rules.
Warm up: 10 min Warm up without the ball 3 min Warm up with the ball 4min Stretching: 3min	What is the height of posts for sitting volleyball? Use different movement to warm students in a sitting position. Player starts in middle of court and goes to side- line to play ball. After playing ball, player moves back to middle and plays ball then goes to deep to play ball. Player plays ball on all side- lines and corners. Let students stretch their body.	– 1.15 metres for men and 1.05 metres for women. Perform different movement on the court. Perform exercises based on tutor's instructions. Perform stretching exercises	Inclusive education: Is addressed when student teachers with one leg play with normal students during the game situation. Peace and values education: Is developed through playing together in harmony.

lesson body : 23min	Form three groups A, B and C. Let A face B then B face C lastly A face C. – Request outer group to lead the match as official and records different observations on how the matches have been officiated. Supervise how competition is being done. Let students do stretching Lead discussions after competitions.	Students form groups. Groups play based on how competition is organized. Choose officials to lead the match. Set how all students will participate in refereeing. Observe and records some comments about the way officiating has been done by their teammates. Lead stretching exercises. Present their findings/ comments from matches played.	Gender: Both girls and boys work equally in playing sitting volleyball. Environment and sustainability: Is developed through avoiding damaging objects in the hall and cleaning the hall after the match. Communication Is developed through the presentation of their findings.
Closing discussion: 4 min	Ask questions for Closing discussion to conduct R-C-A. – Which were the mostchallenging when performing the gamesituation?	Students answer questions Challenges were about: • Moving on the floor without lifting buttocks. • Leading the game by respecting rules of the game and use hand signals correctly, (Students may add more).	Communication Is developed through the process of questions- answers.

	– Which most hand signs have you used to show fouls or misconducts done by sitting volleyball players? – How will you use learned sitting volleyball rules of the game in your daily life?	– Here students may list hand signs used based on how the game situation has been played – Learned sitting volleyball rules will be used during leading the game as an official. On the other hand, playing the game adhering to rules of the game.	
Teacher self-evaluation	Teacher evaluates the achievement of objectives.		

Key unit competence: Perform throwing exercises in athletics

1.1 Prerequisite (knowledge, skills, attitudes and values)

Students of Senior Six will learn better throwing exercises in athletics if they have developed basic techniques of throws in Ordinary Level and have performed basic motor control and movement exercises.

1.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide Athletics activities that engage both girls and boys equally in exploiting their full potential and talents in 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 Athletics teaching/ learning activities by providing the local and no cost teaching materials 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 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 cases of 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.

- **Peace and values education**

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the Athletics activities 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 or 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 students how 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

1.3 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, asks questions and provides activities related to throwing exercises in athletics in order to help them to predict what to be learned in the whole unit.

1.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Techniques of throwing javelin	Explain and perform techniques of throwing javelin	1
2	Techniques of throwing discus	Explain and perform techniques of throwing discus	1
3	Techniques of shot putting	Explain and perform techniques of shot putting	1
4	Techniques of throwing a hammer	Explain and perform techniques of throwing a hammer	1
5	End unit assessment	To evaluate students' performance	1

Lesson 1: Techniques of throwing javelin

a) Learning objective

Explain and perform techniques of throwing javelin

b) Teaching resources

Field/playground/throwing area, watch, whistle, decameter (Measuring tape), javelin (for men and women).

c) Prerequisites/Revision/Introduction

Students of Senior Six will learn better techniques of throwing javelin in athletics if they have developed basic techniques of javelin throws in Ordinary Level and have performed basic motor control and coordination exercises.

d) Learning activities

Opening discussions

- Ask questions related to techniques of throwing javelin learned in ordinary level.
- Let students answer asked questions, support them where is necessary and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

- Let students perform general warm up exercises and specific warm up based on the most used body's parts to be used while performing techniques of javelin throwing and let them stretch their muscles properly. The teacher facilitates students during warm up and stretching exercises.

e) Lesson body

Teacher starts the lesson by explaining students that throwing javelin consist of the following phases:

- **The grip phase**

Explain students that there are three types of grips in throwing javelin such as:

i) The American grip:

The thumb and the first two joints of the index finger are behind the cord.



Figure 1.1: American grip for throwing javelin

ii) The Finnish grip:

The thumb and the index finger are behind the cord, while the index finger supports the shaft. The extended finger assists the rotation of the javelin during delivery.



Figure 1.2: Finnish grip for throwing javelin

iii) The V grip:

The javelin is held between the index and middle fingers behind the cord. The position of the fingers assists the throwing arm in staying at shoulder height during the approach.

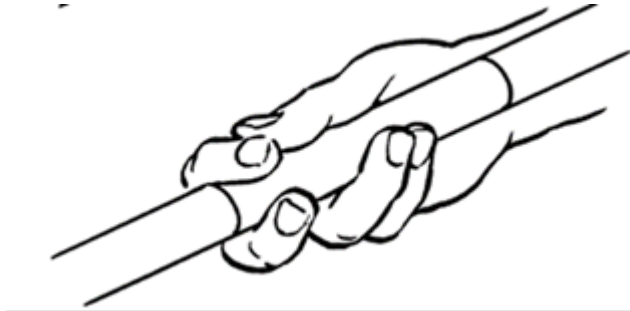


Figure 1.3: V grip for throwing javelin

Individually, let students apply how to grip javelin by using three grip methods. During the approach run up phase, remind students to measure their strides as follow:

Age category	Number of strides
Juniors	4-8
Seniors	8-14

To carry javelin at head height with their arms bent, their elbow pointing forward.

- That their palm of hand must face upwards to facilitate the wrist and shoulder to relax, and have an easy running movement.
- To keep their shoulder parallel to the run up.
- To keep their hip high with body weight carried on the ball of the foot.

- To have the javelin lined up approximatively parallel to the ground.
- To increase constantly to the maximum controllable speed.

Let students perform approach run individually. During practice of run up approach, remind to:

- Put a clear marker where five steps rhythm start to indicate student's the area.
- Tell students continuing to increase constantly to the maximum controllable speed by avoiding lengthening the stride.

Tell students to do the following during approach run up and carry:

- Holding the javelin over the shoulder horizontally.
- Maintaining the top of javelin at head height.
- Holding the arm steadily with increasing running speed.
- Accelerating until reaching the optimum speed.

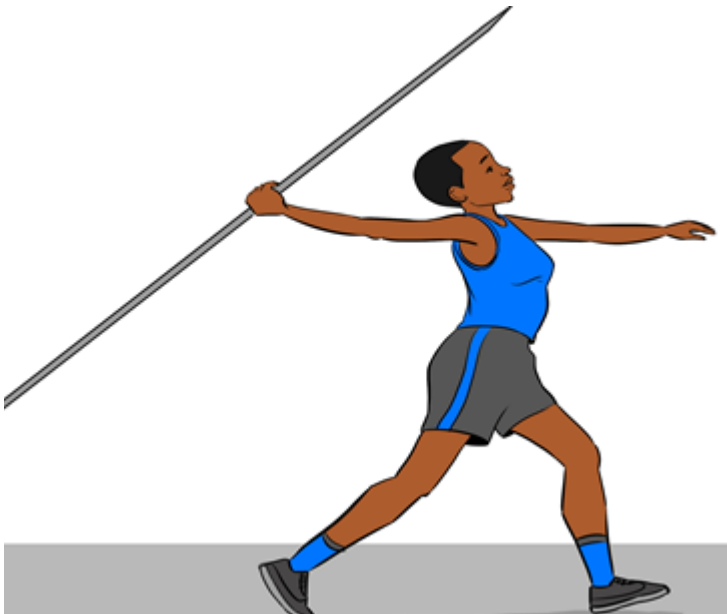


Fig 1.4: Student carrying the javelin

Tell students to do the following during stride rhythm and delivery:

- Execute the withdrawal action with impulse stride.
- Carry out delivery, transition, power position and final arm movement.
- Maintain the reserved legs.
- Bend the right legs and lowering the upper body.
- Swing the left leg backwards.
- Move the foot of the brace leg to the foul line.

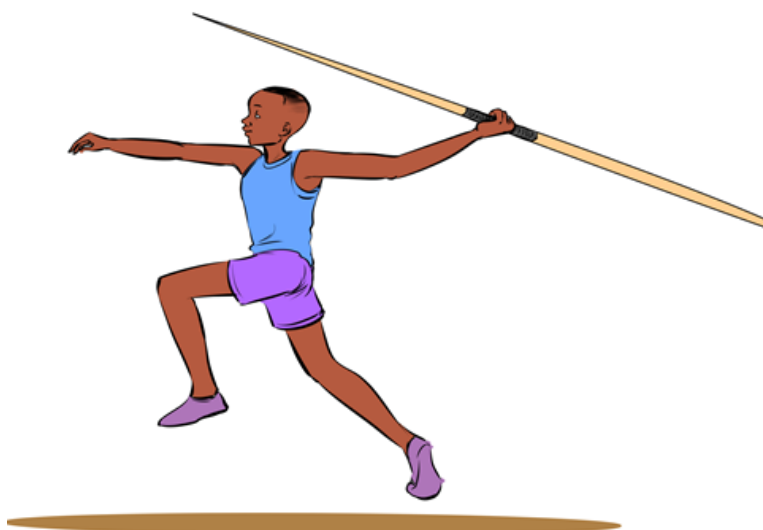


Fig 1.5: Student is going to deliver the javelin

Remind students to remember basics throwing principles for javelin throw:

- Involve the whole body.
- Achieve a summation of forces.
- Apply force in the direction of the throw.
- Achieve a long range of motion.
- Weight transfer.

Let students perform techniques of throwing javelin individually by making many trials in order to be familiarized with javelin throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Fig 1.6: Student in the action of throwing javelin

Let students perform techniques of throwing javelin individually by respecting different phases and record their performance with evaluating their own progress. They can do this as a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing.

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/ advantages did you face while performing exercises of javelin throw?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need to throw a javelin?

Apply

- What is the usefulness of javelin throw?
- How will you use skills of javelin throw in your daily life?

Lesson 2: Techniques of throwing discus

a) Learning objective

Explain and perform techniques of throwing discus

b) Teaching resources

Field/playground/throwing area, watch, whistle, decameter (Measuring tape), discus (for men and women).

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better techniques of throwing discus in athletics if they have developed basic techniques of throwing discus in Ordinary Level and have performed basic motor control and movement exercises.

d) Learning activities

Opening discussions

- Ask questions related to techniques of throwing a Javelin as learned in ordinary level
- Let students present their findings and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

a) Lesson body

Step 1: Gripping the implement

- Make preparation by holding the discus.
- Face back to the throwing direction.
- Bend knees slightly.
- Keep the weight on the balls of the feet.
- Keep arms nearly to the shoulder height.



Fig 1.7: Student in the action of throwing discus

Step 2: Foot placement, power position, release and recovery

- Make preparations with non-support.
- Provide support and maintain momentum.
- Deliver by the maintenance of power position (the right toe should clear past the left foot before the athlete starts the sprint to the middle. The left leg should stay low and fixed, ready to push off toward the front of the circle the left arm will remain inside the knee and with the shoulders level to help keep the body on balance) and acceleration.

- Recover with changing legs quickly after the release.
- Bend right leg and lower upper body.
- Swing the left leg backwards and keep eyes look down.

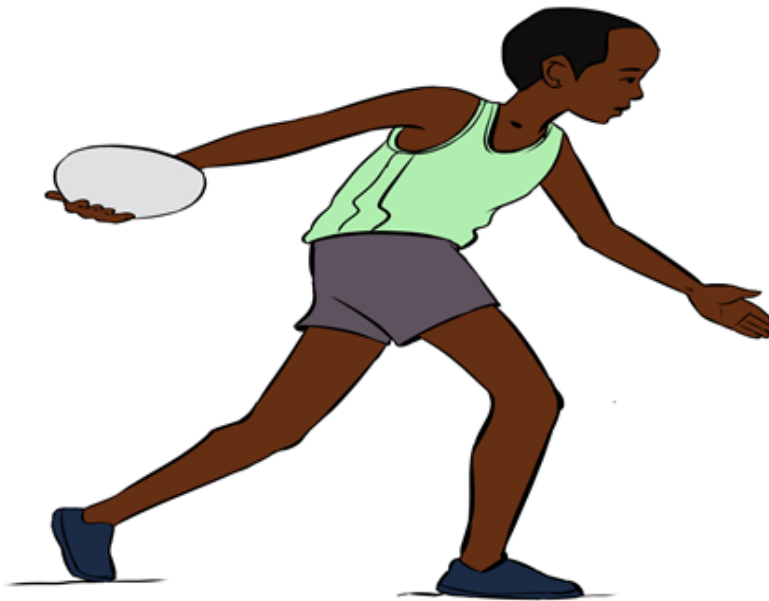


Fig 1.8: Student in the action of swinging arms for throwing discus

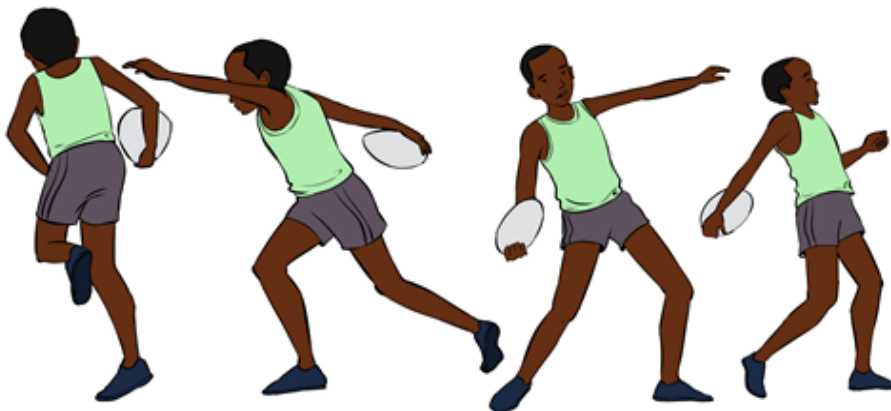


Fig 1.8: Student performing spinning for throwing discus

Remind students that the influence on discus distance is the following:

- Velocity of the discus at release.
- Angle of release.
- Attitude angle or angle of tilt at the release.
- Wind direction and velocity.

Let students perform techniques of throwing discus individually by making many trials in order to be familiarized with discus throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Fig 1.9: Student in the action of delivering discus

Let students perform techniques of throwing discus individually and record their performance with evaluating their own progress. They can do this as a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing a discus.

Cool down exercises

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

Closing discussion Reflect

- What are challenges/benefits did you face while performing exercises of throwing discus?
- How did you proceed to perform those exercises?

Connect

- In which conditions do you need throw like discus?

Apply

- What is the usefulness of discus throw?
- How will you use skills of discus throw in your daily life?

Lesson 3: Techniques of throwing shot put

a) Learning objective

Explain and perform techniques of shot putting

b) Teaching resources

Field/playground/throwing area, watch, whistle, decameter (Measuring tape), shot put (for men and women).

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better techniques of shot putting in athletics if they have developed basic techniques of shot putting in Ordinary Level and have performed basic motor control and movement exercises.

d) Learning activities

Opening discussions

- Ask questions related to techniques of shot putting learned in ordinary level.
- Let students present their findings and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Explain to the students that during shot putting the following steps are requested.

1st step: Holding a shot put

- Applying to grip the shot put.
- Placing parallel fingers and slightly speed.

2nd step: neck placement

- Raise the shot above their head.
- Push the shot into their neck.
- Holding the shot on the front part of the neck.
- Lift elbow parallel to the floor.

- Check to see that their thumb is pointing down towards their clavicle.
- The palm keeps pointing towards the throwing direction.

3rd step: Preparation

- Carrying out start upright at the rear of the circle.
- Back to the stop board.
- Bend trunk forward parallel to the ground.
- Supporting the leg bent.
- Make free leg drawn towards the back of the circle.

4th step: Gliding

- Gliding off the right/left foot to its heel.
- Placing it in the centre.
- Coordinate landing feet simultaneously.
- Land left/right foot on the ball.
- Maintain landing feet on the ground.

5th step: Rotation/deliver/recovery

- Execute preparation with non-support and maintain foot placement.
- Deliver shot put with increasing power position, accelerate and make final arm movement.
- Make recovery by changing legs quickly after the release by bending right leg, lowering upper body.
- Swing the left/right leg backwards and keep eyes look down.

Drills for shot putting

- **Drills used to teach the delivery**

Tell students

- To stand facing the sector.
- To start with the shot above their head in their throwing hand.
- To flip the shot out of their hand.

- **Drills to teach throwing from power position**

Tell students

- To face the sector with toes pointed straight.
- Place shot against the neck.
- To twist the body to the right and down.
- To bend the knees.
- To extend legs and hips then throw.

- **Drills used to teach the glide**

Tell students

- To start in an athletic position with their right hand up against their neck and their left hand extended out in front.
- To let their hips fall past their heels.
- To pull their leg back underneath them.

For left leg drive

- To start in glide position.
- To drive their left leg towards the toe boards close to the ground.
- To strengthen their right leg.
- To have a finished position with their legs in an upside down Y.

• Shot putting styles

There are two styles, which are currently used while shot put competition: The glide and the spin.

- The glide.
- The spin (rotational techniques).

Let students perform techniques of throwing shot put individually by making many trials in order to be familiarized with shot put throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Fig 1.10: Power position in shot putting

Let students perform techniques of shot putting individually and record their performance to show and evaluate their own progress. They can do this activity

in a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing.

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/benefits did you face while performing exercises of shot putting?
- How did you proceed in order to perform techniques of those throws?

Connect

- In which conditions do you need throws like shot putting?

Apply

- What is the usefulness of shot putting?
- How will you use skills of shot putting in your daily life?

Lesson 4: Techniques of throwing a hammer

a) Learning objective

Explain and perform techniques of throwing a hammer

b) Teaching resources

Field/playground/throwing area, watch, whistle, decametre, a hammer (bought or locally fabricated hammer for men and women), gloves.

c) Prerequisites/Revision/Introduction

Students of Senior Six will learn better techniques of throwing a hammer in athletics if they have developed basic techniques of throwing a hammer in Ordinary Level and have performed Basic motor control and movement exercises.

d) Learning activities

Opening discussions

- Ask to students questions related to techniques of throwing a hammer learned in ordinary level.
- Let students present their findings and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Explain to the students that during throwing a hammer the following steps are respected:

The grip

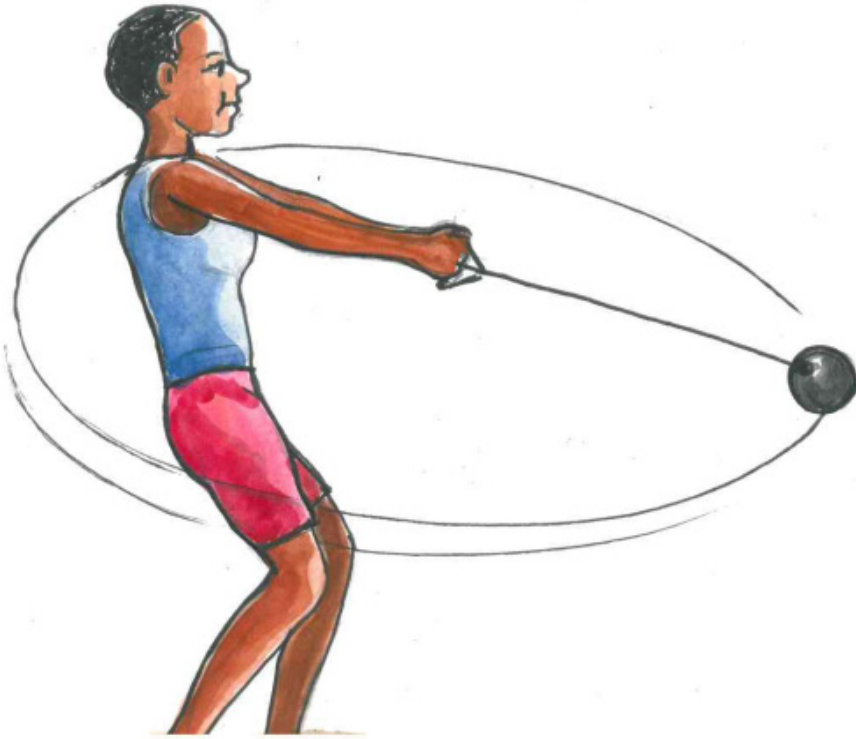
- Request student to grip a hammer in his/her left hand for a lefthander and in right hand for a right hander (If gloves are available, ask a student to wear them before starting gripping process).
- Recommend a student to grip a hammer between the second and third joints of the fingers as indicated in the image below:



The Swinging

- Tell a student to stand at the rear point of the circle.
- Request a student to have his/her feet parallel with the ground and his/her back shoulder be towards the throwing directions.
- Let a student start swinging and swing progressively.

Remind a student to start swinging from behind at the right side of the body and take the hammer in the forward directions away from the body then swing the hammer over the head.



The Entry

- As the student is swinging the hammer request him/her to start turning phase when the hammer comes directly in front of him/her
- Ask the student pushing of the hammer to the left

Remind students to respect the following:

- Shoulders should be relaxed
- Movement of the head should be passive
- Keep hips and knees flexible
- Feet should remain in contact with the circle



The Turns

- Explain to the students that for making turns in hammer throw 3 or 4 turns are used but a person may modify based on his/her performance.
- During turning remind them to balance the body, to have a strong gripping of both feet over the ground and keep their gradual movement to facilitate turning process.

Remind the learners to

- Turn their right foot through their toes and left foot through their heels.
- Perform a driving action with the help of their right knee and lift their right leg up in the air to complete its movements.
- Rotate of the right hip takes place around the back and up along with the right foot.
- Touch the ground on the circle. Through the rotation of the foot, acceleration force gets transferred from hips and right foot to the base of the hammer,

Tell students that during the time of application of force the hammer ball should be on downward path and contacts should be there between both of their feet with the circle. Throughout the turning process the right foot keeps in contact with the circle. The upper part of the body remains in the passive position and arms should be straight with shoulders being relaxed.



The Delivery

- Explain to the students that through repetitive rotation, the ball achieves its acceleration.
- Request students to still keep rotating the ball with their feet in contact with the circle up to the point at which the hammer is released (**the high point**).



Let students perform techniques of throwing a hammer individually and record their performance to show and evaluate their own progress. They can do this activity in a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing.

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/benefits did you face while performing exercises of throwing a hammer?
- How did you proceed in order to perform techniques of this throw?
- Connect
- In which conditions do you need throws like hammer throw?
- Apply
- What is the usefulness of throwing a hammer?
- How will you use skills of throwing a hammer in your daily life?

1.5 Summary of the unit

This unit comprises techniques of throwing javelin, discus, shot putting and hammer. It provides different exercises and activities that help students to develop their competences basing on the explanations, demonstrations and facilitation of the teacher using the appropriate teaching and learning materials.

1.6 Additional Information for tutors

JAVELIN

Steps of teaching throwing javelin

Step 1 and 2

- To move throwing arm straight forward on landing on the right foot.
- To back to the rear, over the right shoulder until the arm is fully stretched at shoulder height with the palm of the throwing hand facing upwards.
- Not to rush the withdrawal to avoid sideways to long.
- To try to accelerate ahead of the javelin, rather than pushing the javelin back. This way, it will be easier to maintain the approach speed.
- The shoulders turn to be in line with delivery area, while the hips remain square with the delivery area, with the feet pointing forward, to maintain the approach speed, and to produce torsion in the upper body prior to the throw.
- The right leg must drive forwards and upwards to assist the hips to maintain their position, and to assist the left leg in maintaining approach speed.
- The javelin must remain pointing in the direction of the throw.

Step 3

- As preparation for the subsequent drive step, remind students to:
- Hold the javelin close to head with the point in line of the eyebrows. It must remain in this position until the final delivery action.
- The eyes look straight ahead.

Step 4

- Flatter drive step of the right leg takes place after pushing off with the left leg.
- The trunk starts to lean back because of the long stride and this facilitates a long, final delivery pull of the throwing arm.
- The right foot is kept low while the right leg drive forward, across the left foot (the shortest possible path).
- The left leg, after completion of the drive, is brought forward, and is in front of the right leg before the right foot touches the ground.
- The right foot touches the ground ahead of the hips and shoulders, on the outside edge, heel first.
- The right leg is bending to absorb the shock.
- The right foot is placed on the line of throw to ensure that the eventual drive is directed through the hips and trunk.
- As the right foot lands, at the end of the “cross-step”, the heel is quickly lifted and rotates clockwise until the foot finishes up on the little toe, thus bringing about an clockwise rotation of the right knee and hip.
- The angle of the foot in relation to the line of throw should not be more than 45°, to ensure an active drive through the hips.
- The shoulders are still in line with the direction of the throw. The left arm is folded across the chest to keep the chest muscles relaxed.
- The right arm is stretched, with the wrist closed and the palm up, to prevent the tip of the javelin to lift. The tip of the javelin must still be in line with the eyebrows.

Step 5

- The left leg is brought forward to bring the body in the power position.
- The right leg drives forward and upwards while waiting for the left foot to come down.

During power position, tell students that:

- The body is arched in the “power” position.
- The head faces the direction of throw.
- The shoulders and javelin are roughly parallel.
- The throwing hand is held high, palm facing upwards and the wrist closed.

- The left leg is well forward, held like a “wooden leg”.
- The left leg is totally extended.
- The right leg is slightly bent with the foot on the ground ahead of the hips and shoulders.

During the throw phase, recommend students that:

- With both feet on the ground, the right leg drives the right hip forward over an extended left leg in front.
- Turn the right hip quickly forward and up to bring it square with the delivery area. The chest and shoulders must follow in rapid succession.
- The right elbow will follow by rotating outwards and up, alongside the head, while the right shoulder is pulled through and the arm is “whipped over the shoulder” with a vigorous forward and upward extension. The “whipping” action should be a result of the hip / chest / shoulder movement, and not an action on its own. The delivery arm must start its final action when the hand is above the shoulder.
- Keep the left arm relaxed, next to the body and then remain firm (blocked) during the final thrust of the right side of the body. It must not be allowed to sweep too far backwards.
- The eyes look forward towards the point of the javelin to avoid the shoulders from turning.
- The launching takes place above the left foot. The outward rotation of the elbow along with the release of the fingers on the javelin causes the javelin to rotate clockwise to create stability during flight.

During recovery phase, recommend students to:

- Ride over the left leg after delivery, while keeping the left foot on the ground.
- Bring the right leg quickly forward, immediately after the release of the javelin to prevent fouling of the throw.
- Place the foot on the ground with the leg slightly bend to absorb the forward momentum.

Delivery angle for throwing javelin

The optimum delivery angle is 30 and 36°. The faster the javelin is thrown, the lower the trajectory will be. Strong headwinds require a lower delivery angle and strong tailwinds require an increased delivery angle. Javelins are manufactured according to distance rating. A thrower who throws 50 m requires a javelin, which flies optimally at 50 m, etc. The higher the distance rating of the javelin, the lower the angle of release.

Rules for throwing javelin

i) Implement

The weight and length

	Men	Women
Age group	Weight	Weight
U13	400g	400g
U15	600g	500g
U18	700g	500g
Junior (U20)	800g	600g
Senior	800g	600g

The lengths are respectively 2.60m to 2.70 m and 2.20 to 2.30 m.

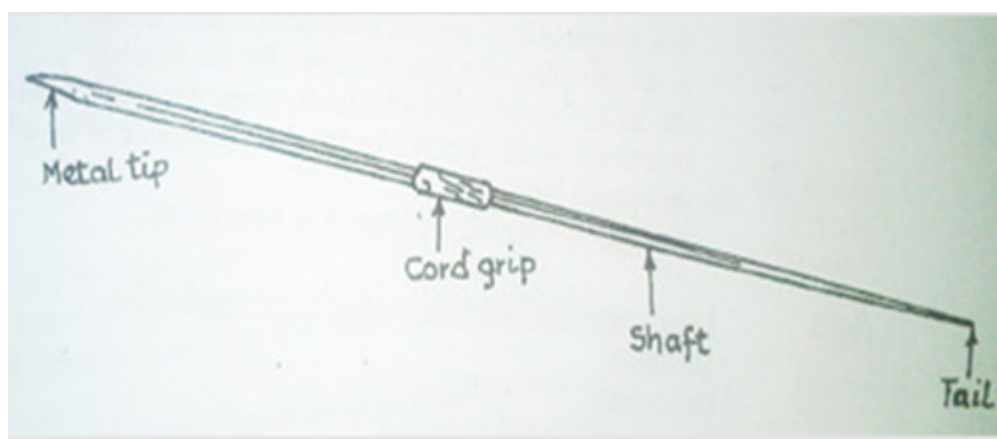


Fig 1.12: Parts of javelin

- The javelin consists of three parts: a head, a shaft and a cord grip.
- The shaft must be constructed of metal and has, fixed to it, a metal head terminating in a sharp point.

ii) The runway

The length of the runway should not be more than 36.50 m but not less than 30 m and should be marked by two parallel lines, 50 mm in width and 4 m apart.

iii) The throwing arc

This should consist of a strip made of paint, wood or metal 70 mm in width, painted white and flush with the ground, and should be an arc of a circle drawn with a radius of 8 m. Lines, 0.75 m in length, are drawn from the extremities of the arc at right angles to the parallel lines marking the runway.

iv) Throwing sector/area

This is bounded by the inner edges of two lines, which are drawn from the center of the arc through the p points at which the arc joins the lines marking the edge of the runway.

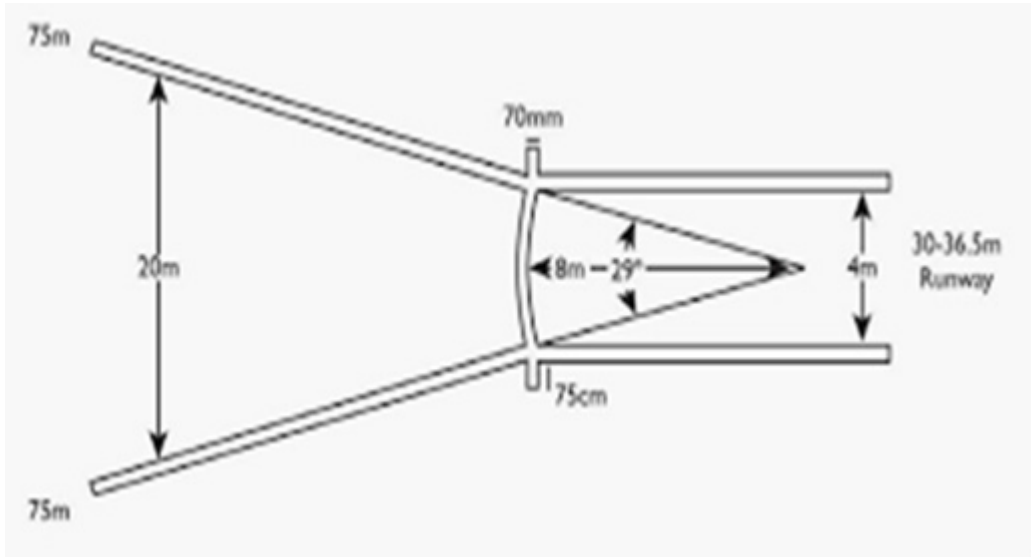


Fig 1.13: Area for throwing javelin

General rules for throwing javelin

- The javelin must be held at the grip and the throw must be made over the shoulder or upper part of the throwing arm.
- For a throw to be valid, the tip of the metal head must strike the ground before any other part of the javelin and it must fall completely within the inner edges of the landing sector.
- The competitor must make his approach and throw within the lines demarcating the runway.
- It is a foul throw if, after starting his throw, he touches the lines or the ground outside with any part of his body.
- The athlete must not leave the runway until the javelin has landed and then his first contact with the parallel lines or the ground outside the runway must be completely behind the lines, at the ends of the arc at the right angles to the parallel lines.
- Once the athlete has started the throw, the athlete must not turn completely around so that the back is towards the throwing arc.
- The number of throws allowed is the same as for the shot and discus.

THE SHOT PUT

The shot is a metal ball of 7.26kg for men and 4kg for women. The aim is to put it as far as possible from a seven-foot diameter (2.135m) circle that has a curved 10-centimetre high toe-board at the front.



Fig 1.14: Shot put implement

The following rules are adhered to for a legal throw:

Competitors take their throw from inside a marked circle 2.135m in diameter, with a stop board approximately 10cm high at the front of the circle. The distance thrown is measured from the inside of the circumference of the circle to the nearest mark made in the ground by the falling shot, with distances rounded down to the nearest centimeter. Place the zero end of the tape at the mark made by the shot closest to the throwing circle, pull through to the center of the circle (should be a mark or hole, and read off the measurement where the tape crosses the inside edge of the circumference of the circle or toe board.

- Upon calling the athlete's name, they have sixty seconds to commence the throwing motion.
- The athlete must rest the shot close to the neck, and keep it tight to the neck throughout the motion.
- The shot must be released above the height of the shoulder, using only one hand. The ball is to be put (i.e. pushed), not thrown with an overhead motion. At no time may the shot move behind the plane of the shoulders.
- The athlete may touch the inside surface of the circle or stop board, but must not touch the top or outside of the circle or stop board, or the ground beyond the circle. Limbs may however extend over the lines of the circle in the air.
- The shot must land in the legal sector (34.92°) of the throwing area (Inside of / not including the line).
- The athlete must exit the throwing circle from the back half of the circle.

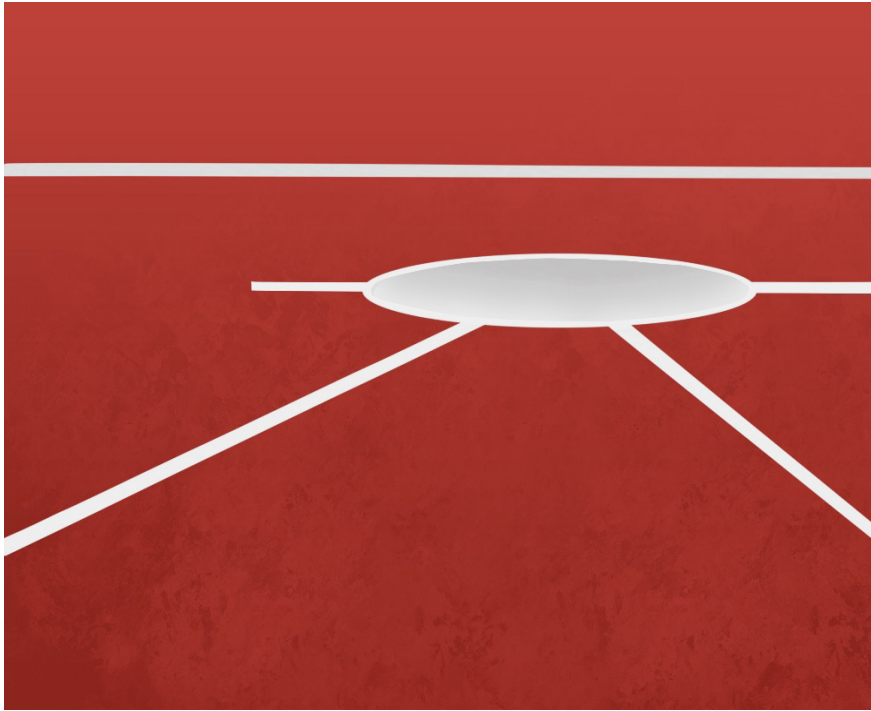


Fig 1.15: Area for throwing shot put

Foul throws occur when an athlete:

- Does not pause within the circle before beginning the throwing motion.
- Does not begin the throwing movement within sixty seconds of having his or her name called.
- Allows the shot to drop below his shoulder or outside the vertical plane of his shoulder during the put.
- During the throwing motion, touches, with any part of the body (including shoes): the top or ends of the stop board, the top of the iron ring, anywhere outside the circle.
- Throws a shot, which either falls outside the throwing sector or touches a sector line on the initial impact.
- Leaves the circle before the shot has landed.
- Does not exit from the rear half of the circle.
- The top eight throwers, once established, will have three more attempts in order of increasing distance. The final rankings will result from all 6 attempts. The competitor's best throw from the allocated number of throws, typically three to six, is recorded, and the competitor who legally throws the shot the farthest is declared the winner. Ties are broken by determining which thrower has the longer second-best throw.

DISCUS THROW

The discus throw is an event in track and field athletics competition, in which an athlete throws a heavy disc called a discus in an attempt to mark a farther distance than his or her competitors. The men's discus is a heavy lenticular disc with a weight of 2 kilograms and diameter of 22 centimetres, the women's discus has a weight of 1 kilogram and diameter of 18 centimetres.



Fig 1.16: Discus implements

- The discus can be made of any material such as wood but it must have a circular edge with a metallic rim.
- Inner construction can be both solid and hollow.
- The cross section of the edge should be made in circular manner and it should have a radius of 6mm.
- All sides of the discus should be identical. They must be free from any type of sharp edges or irregularities.
- Finishing of the discus should be smooth.
- An athlete can only throw the discus when he or she will stand inside a circle, which has a diameter of 2.5m.
- During the course of throw, the athletes are prohibited from touching the top of the rim. However, they can touch the inner part of the rim.
- An athlete cannot touch the ground beyond the circle.
- If the athlete leaves the circle before the landing of the disc on the ground, then it will be considered as a foul throw.
- In the Olympic matches, each athlete is given eight chances to display their talents.
- There is particular boundary of landing of the disc. If the disc lands outside that zone then that throw is considered invalid.

HAMMER THROW

Safety measure

- During the performance, all the retrievers and officials are ordered not to turn their back to the area of playing. This is because in the worst case, if any practitioner loses his/her balance, some hazard may happen.
- Soon after bringing the implement to the athletic area, the retrievers are advised to walk backward or on the side of their head.
- Officials and other judges should always stand at the back side of the net.
- Always inspect the ground before practicing because maximum times during rainy season or in winter season, the ground becomes wet and slippery.
- The ground should be clear from any foreign objects.
- Before throwing, make sure that no one is present on the landing area.

Rules about Hammer

An athlete has to abide by the following rules while performing in a Hammer Throw competition:

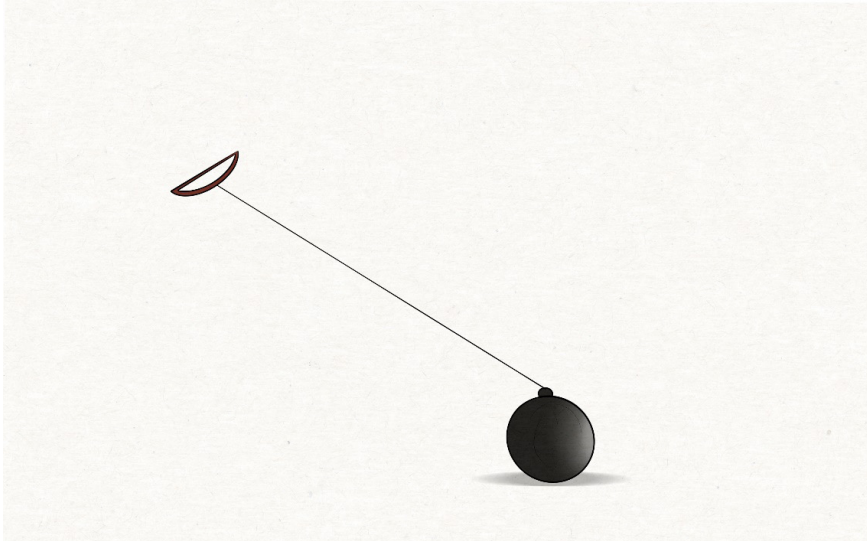
- Before the starting of preliminary swinging, an athlete is allowed to put the head of hammer either inside or outside the circle.
- It is not a foul if before the starting of preliminary swing, the thrower puts his hammer on ground but if after preliminary swing, the head of the hammer touches ground or the hammer is dropped by the athlete, then it will be counted as a foul.
- While being in the air, if the hammer breaks then it will not be counted as foul, provided the athlete has played under correct rules and regulations.

Implement

A hammer consists of the following three parts: Metal head, Wire, and Grip.

- The head of the hammer should be made up of solid material like iron and it should be spherical in shape. The diameter should be 110 mm for men and 95 mm for women.
- Filling is allowed and should be done in such a manner that it will be immovable and the centre of gravity will not be more than 6 mm from the centre of the sphere.
- Wire that is going to be used over here will be single and unbroken type having a minimum diameter of 3mm. It should not stretch more while being in air. The wire can be lobbed to the either ends of the hammer.

- Construction of the grip can be either single or double loop type but it should be rigid and should not have any hinging joints at both the sides.
- The grip should be attached to the wire in such a manner that it cannot be turned within the loop of the wire.
- Measurement of the hammer should be done from the inside of the grip.
- To ensure the safety of the spectators, the performance should be carried out inside an empty cage



Hammer implement

1.7 End unit assessment

- The teacher set series of athletic exercises on javelin, discus, hammer and shot put.
- He/she provides the appropriate materials to the students and highlight instructions to follow during performing different throws. Students must perform individually three trials for a) javelin throw b) discus throw c) shot putting d) hammer throw.
- The teacher observes how students are performing by respecting rules. The teacher records the performance of each student to evaluate their performance.

1.8 Additional activities

1.8.1 Remedial activities

Individually, the students revise the techniques of javelin, discus, hammer and shot put.

1.8.2 Consolidation activities

The teacher organizes a kind of competition where students compete individually in throwing javelin, discus, hammer and shot putting. Record their performance and rank them based on each discipline.

1.8.2 Extended activities

Encourages and facilitates students to participate in different athletic competitions of javelin, discus, hammer and shot put organized by the school, sector, District, League and National school sports federation.

Key unit competence: Perform football techniques and tactics in the game situation adhering to laws of the game

1.1 Prerequisite (knowledge, skills, attitudes and values)

Students of Senior 6 will learn better performance football in techniques and tactics in the game situation adhering to laws of the game if they have developed basic techniques and tactics of football learned in Senior 4 and Senior 5.

1.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide football exercises that engage both girls and boys equally in exploiting their full potential and football talents without any discrimination or prejudice.

- **Inclusive education**

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

- **Financial education**

The teacher should integrate Financial Education into football 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 football 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 football. 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 football materials for the competitions before using them in order to prevent injuries and other cases of 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 which is being used by cleaning it before leaving.

- **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 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 basic physical exercises a teacher should take a time to explain students how 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

1.3 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, asks questions and provides activities related to football techniques and tactics in the game situation by following official laws of the game in order to help them to predict what to be learned in the whole unit.

1.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on techniques and tactics of playing football	Review and perform techniques and tactics of playing football game	1
2	Laws of the game (Law 1-law 10)	Explain and recognize laws of football game	1
3	Laws of the game (law 11-law 17)	Explain and recognize laws of football game	1
4	Playing football game adhering to laws of the game	Interpret and apply laws of the game of football in a game situation	1
5	End unit assessment	To evaluate students' performance	1

Lesson 1: Recall on techniques and tactics of playing football

a) Learning objective

Review and perform techniques and tactics of playing football game

b) Teaching resources

Balls, whistle, stopwatch/watch, cones, chasubles, markers, cards (yellow & red), flags.

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better recall on techniques and tactics used in football game through game situation if they have developed basic techniques and tactics of playing football learned in Senior 4 and Senior 5.

d) Learning activities

Opening discussions

- Ask questions related to techniques and tactics of playing football game.
- Let students present their answers, support them where is necessary.
- Introduce the new lesson and invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

- Divide football playground into two equal parts.
- Form groups A, B, C and D including boys and girls.
- Avail two balls, one for each part of the playing ground.

Description of the activity

- Let students play 7 vs 5 in each part of the playground.
- Use cones two feet away for making goals to score in (for each court 3 goals must be available in different corners).
- Let groups play in this ways: A (7 players) vs B (5 players), C (7 players) vs D (5 players).
- Groups that have 7 players will defend two goals and attack in one goal. The group that has 5 players will defend one goal and attack into two goals.
- Groups are requested to play by using learned techniques and tactics.
- Let all students participate by making substitutions in all groups.

- Observe how students are performing techniques and tactics of playing football.
- Request players who are not in the court to observe their teammates and records some fouls which should be committed by the players.
- After ten minutes stop the game and let students present fouls they have found.
- Add any additional information where is necessary.



Fig 2.1: A goalkeeper in action of catching the ball

A and B play against C and D

Let groups play a normal football game by using the whole football playing ground. The teacher officiates the match by respecting laws of the game for football game. The winner is the group, which will get more goals in adetermined period. The teacher should remember to explain the fouls committed by player before sanctioning him/her.



Fig 2.2: Student executing free kick

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/benefits did you face while playing?
- How did you proceed in order to win? What are causes of losing?

Connect

- What is the importance of combining techniques and tactics in our works or plays?

Apply

- What is the usefulness of techniques and tactics in football game situation?
- How will you use those skills of playing football in your daily life?

Lesson 2: Laws of the game (law 1-law10)

a) Learning objective

Explain and recognize laws of football game

b) Teaching resources

Balls, whistle, stopwatch/watch, cones, chasubles, markers, Laws of the game for football, projector, computer, charts/diagrams and images of playground/ officials hand signals , videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better laws of the game of football if they have performed basic techniques and tactics of playing football in Senior 4 and Senior 5.

d) Learning activities

Divide students into 5 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective groups. Distribute laws of the game for each group based on questions given to facilitate students to get resources (if possible, you may use smartclassroom and let them use soft copy of football laws of the game).

Groups	Questions
1	– Discuss about football playground by mentioning areas and dimensions. – Describe the ball used in playing football.
2	– Discuss about players and player's equipment in football game.
3	– Explain duty and responsibilities of the officials in football game. – Determine the other match officials and their duties and responsibilities. Show and explain different hand signals used in football game.
4	– Briefly, discuss about the duration of the match, the start and restart of the play in football game.
5	– In football, what does mean the ball in and out of the play? – How to determine the outcome of a match in football game?

Pass through groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.

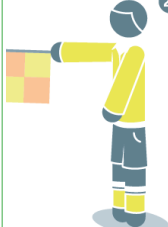
- Request group representative to present their findings and group members may support where is necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating in football.

Application activity

In pairs, let students show different hand signals used in football game and interpret their meaning.

Signs used in officiating football game/match

No	Sign	Meaning	No	Sign	Meaning
1		Penalty kick	6		Corner
2		Indirect free kick	7		Goal kick
3		Direct free kick	8		Caution a player with yellow and red card
4		Advantage	9		Substitution
5		Advantage	10		Free kick for attacking team

11		Free kick for attacking team	16		Offside
12		Throw-in for attacker	17		Offside on the near side of the field
13		Throw-in for defender	18		Offside in the middle of the field
14		Corner kick	19		Offside on the far side of the court
15		Goal kick			

Lesson 3: Laws of the game (Law 11-law 17)

a) Learning objective

Explain and recognize laws of football game

b) Teaching resources

Balls, whistle, stopwatch/watch, cones, chasubles, markers, Laws of the game for football, projector, computer, charts/diagrams and images of playground/officials hand signals, videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better laws of the game of football if they have performed basic techniques and tactics of playing football in Senior 4 and Senior 5.

d) Learning activities

Divide students into four groups and distribute to them questions in the table below based on group numbers and let them discuss given questions into their respective groups. Distribute football laws of the game for each group based on questions given to facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of football laws of the game, videos showing officiating procedures in football etc.).

Groups	Questions
1	– What do you understand by the term offside? When this occur in football? How to sanction the player who in an offside position?
2	– List and explain fouls and misconducts in football game and their sanctions.
3	– Explain different free kicks in football game. In which conditions those free kicks should be awarded. – What does mean penalty kick in football? Briefly discuss necessary conditions required to award a penalty kick and procedures to follow during a penalty kick.
4	– Discuss about throw-in, goal kick and corner kick in football game.

- Pass through groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.
- Request group representative to present their findings and group members may support where is necessary.

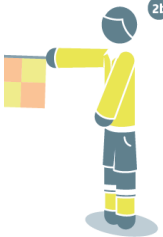
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating in football.

Application activity

In pairs, let students show different hand signals used in football game and interpret their meaning

Signs used in officiating football game/match

No	Sign	Meaning	No	Sign	Meaning
1		Penalty kick	6		Corner
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4		Advantage	9		Substitution
5		Advantage	10		Free kick for attacking team

11		Free kick for attacking team	16		Offside
12		Throw-in for attacker	17		Offside on the near side of the field
13		Throw-in for defender	18		Offside in the middle of the field
14		Corner kick	19		Offside on the far side of the court
15		Goal kick			

Lesson 4: Playing football game adhering to laws of the game

a) Learning objective

Interpret and apply laws of the game of football in a game situation

b) Teaching resources

Balls, playground, whistle, stopwatch/watch, cones, chasubles, hard copy of laws of the game of football, officials' cards (yellow and red), assistant officials' flag and pens.

c) Prerequisites/Revision/Introduction

Students of Senior Six will interpret and apply Laws of the game of football if they have developed basic techniques and tactics of playing football learned in Senior 4 and Senior 5.

d) Learning activities

Opening discussions

- Ask questions related to laws of the game learned in lesson 1 and lesson 2 in this unit.
- Let students answer asked questions and support their answers where is necessary.
- Introduce the new lesson and invite students to start warm up.

Warm up exercises and cool down description

- Let students do general warm up exercises and specific warm up based on the most body's parts to be used while playing football and let them stretch their muscles properly.
- Facilitate students during warm up and stretching exercises.

Lesson body

Game situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B  C will act as officials by providing: referee, two assistant officials and the fourth referee and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

2nd match B vs C  A will act as officials by providing: referee, two assistant officials and the fourth referee and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

3rd match A vs C  B will act as officials by providing: referee, two assistant officials and the fourth referee and other remaining players will record

fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time for playing for each match: 6 minutes
- The winner is the team, which will gain many points in those three matches.
- Guide students during cool down exercises and invite them to start discussions after cool down session.
- Start by giving time group A, B then C to share what they have recorded based on laws of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.



Fig 2.3: A referee sanctions a player

1.5 Summary of the unit

This unit comprises the offensive and defensive techniques and tactics of football in the game situations. There is also description of the laws of game of football and how those Laws should be implicated and respected during the game.

It provides time for playing games adhering to football Laws of the game and helping students to develop their knowledge and competences in football game.

1.6 Additional Information for teachers

REFEREE

The authority of the referee

A referee who has full authority to enforce the Laws of the Game in connection with the match controls each match.

Decisions of the referee

The decisions of the referee regarding facts connected with play, including whether or not a goal is scored and the result of the match, are final. The decisions of the referee, and all other match officials, must always be respected.

The referee may not change a decision when realizing that it is incorrect or on the advice of another match official if the game has restarted or if the referee has already whistle for the end of the first or second half (including extra time) and left the field of play or abandoned the match.

However, if at the end of the half, the referee leaves the field of play to go to the referee review area (RRA) or to instruct the players to come back to the field of play, this does not prevent a decision being changed for an incident, which occurred before the end of the half.

Powers and duties of the referee

- Enforces the Laws of the Game.
- Controls the match in cooperation with the other match officials.
- Acts as timekeeper, keeps a record of the match and provides the appropriate authorities with a match report, including information on disciplinary action and any other incidents that occurred before, during or after the match.
- Supervises and/or indicates the restart of play.
- Duties of assistant officials
- To indicate at which team is entitled to a corner kick, goal kick or throw-in.
- To indicate when a player in an offside position may be penalized.

- At penalty kicks if the goalkeeper moves off the goal line before the ball is kicked and if the ball crosses the line.
- Monitoring the substitution procedure.
- May enter the field of play to help control the 9.15m distance.

General positioning and movement for referee and assistant officials

The best position is one from which the referee can make the correct decision. All recommendations about positioning must be adjusted using specific information about the teams, the players and events in the match.

Recommendations for officials' dispositions and movement

- The play should be between the referee and the lead assistant officials.
- The lead assistant officials should be in the referee's field of vision so the referee should usually use a wide diagonal system.
- Staying towards the outside of the play makes it easier to keep play and the lead assistant officials in the referee's field of vision.
- The referee should be close enough to see play without interfering with play
- "What needs to be seen" is not always in the vicinity of the ball. The referee should also pay attention to:
 - Player confrontations off the ball.
 - Possible offences in the area towards which play is moving.
 - Offences occurring after the ball is played away.

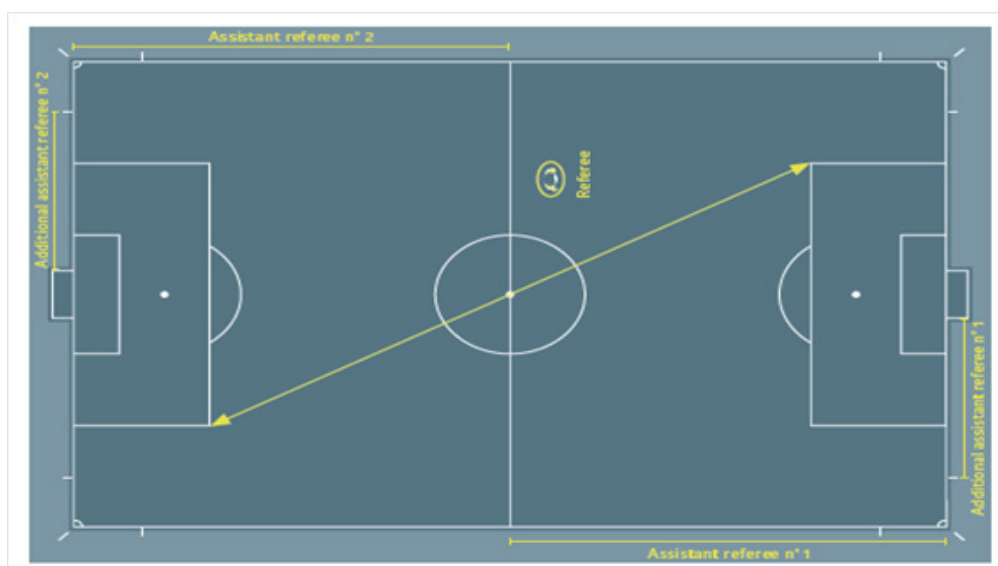


Fig 2.4: Placement and movement of referee and assistant officials

The fourth official's assistance duties and responsibilities are:

- Supervising the substitution procedure.
- Checking a player's/substitute's equipment.
- The re-entry of a player following a signal/approval from the referee.
- Supervising the replacement balls.
- Indicating the minimum amount of additional time, the referee intends to play at the end of each half (including extra time).
- Informing the referee of irresponsible behavior by any technical area occupant.

Additional assistant officials

The additional assistant officials may indicate:

- When the whole of the ball passes over the goal line, including when a goal is scored.
- To which team is entitled to a corner kick or goal kick.
- Whether, at penalty kicks, the goalkeeper moves off the goal line before the ball is kicked and if the ball crosses the line.

Reserve assistant referee

The only duty of a reserve assistant referee is to replace an assistant referee, fourth official who is unable to continue.

Video match officials

A video assistant referee (VAR) is a match official who may assist the referee to make a decision using replay footage only for a 'clear and obvious error' or 'serious missed incident' relating to a goal/no goal, penalty/no penalty, direct red card (not a second caution) or a case of mistaken identity when the referee cautions or sends off the wrong player of the offending team. An assistant video assistant referee (AVAR) is a match official who helps the VAR primarily by:

- Watching the television footage while the VAR is busy with a 'check' or a 'review'.
- Keeping a record of VAR-related incidents and any communication or technology problems.
- Assisting the VAR's communication with the referee, especially communicating with the referee when the VAR is undertaking a 'check'/'review' e.g. to tell the referee to 'stop play' or 'delay the restart' etc.
- Recording the time 'lost' when play is delayed for a 'check' or a 'review'.
- Communicating information about a VAR-related decision to relevant parties.

The start and restart of play

A kick-off starts both halves of a match, both halves of extra time and restarts play after a goal has been scored. Free kicks (direct or indirect), penalty kicks, throw-ins, goal kicks and corner kicks are other restarts of the play.

Ball out of play

The ball is out of play when it has wholly passed over the goal line or touchline on the ground or in the air.

Ball in play

The ball is in play when:

- It is inside the court and there is no infringement of laws of the game.
- When it touches a match official and when it rebounds off a goalpost, crossbar or corner flag post and remains on the field of play.

Offside

Offside position

It is not an offence to be in an offside position. A player is in an offside position if:

- Any part of the head, body or feet is in the opponents' half (excluding the halfway line) and any part of the head, body or feet is nearer to the opponents' goal line than both the ball and the second-last opponent.
- The hands and arms of all players, including the goalkeepers, are not considered. A player is not in an offside position when is at the level with the Second-last opponent or the two last opponents.

Offside offence

A player is consider to be in an offside position from the moment the ball is played or touched by one of the teammate. He is only penalized when he is involved in active play by interfering with play by playing or touching a ball passed or touched by a team-mate or interfering with an opponent by preventing an opponent from playing or being able to play the ball, by clearly obstructing the opponent's line of vision or challenging an opponent for the ball and when he is gaining an advantage for being in an offside position.

No offence

There is no offside offence if a player receives the ball directly from a goal kick, a throw-in or a corner kick.

Offences and sanction in football game

Fouls that merit direct free kick

A direct free kick is awarded when a player commits any of the following in a manner considered by the referee to be careless, reckless or using excessive force:

- Kicking or attempts to kick an opponent.
- Tripping or attempts to trip an opponent.
- Jumping at an opponent.
- Charging an opponent.
- Striking or attempts to strike an opponent.
- Pushing an opponent.
- Tackling an opponent.
- Holding an opponent.
- Impeding the progress of an opponent with contact.
- Spitting at an opponent
- Handling the ball deliberately except for the goalkeeper within his own penalty area.

Direct free kick

- If a direct free kick is kicked directly into the opponents' goal, a goal is awarded.
- If an indirect free kick is kicked directly into the opponents' goal, a goal kick is awarded.
- If a direct or indirect free kick is kicked directly into the team's own goal, a corner kick is awarded.

Fouls that merit indirect free kick

When a goalkeeper, inside his own penalty area

- Controlling the ball with his hands for more than six seconds before releasing it from his possession.
- Touching the ball again with his hands after he has released it from his possession and before it has touched another player.

Touching the ball with his hands after it has been deliberately kicked to him by a teammate, or thrown to him from a throw-in (the back-pass rule).

When any player in the opinion of the referee

- Playing in a dangerous manner.
- Impeding the progress of an opponent when the ball is not within playing distance of either player.

- Preventing the goalkeeper from releasing the ball from his hands.
- Some technical breaches of the rules, such as the offside offence, result in play being restarted with an indirect free kick, though these are not considered fouls and will never be punished by a caution or dismissal.

Indirect free kick signal

The referee indicates an indirect free kick by raising the arm above the head; this signal is maintained until the kick has been taken and the ball touches another player, goes out of play or it is clear that a goal cannot be scored directly. An indirect free kick must be retaken if the referee fails to signal that the kick is indirect and the ball is kicked directly into the goal.

Misconduct that merits a yellow card (caution)

A player is cautioned and shown a yellow card in case of:

- Dissenting by word or action.
- Persistent infringement of the Laws of the Game.
- Delaying the restart of play.
- Failing to respect the required distance when play is restarted with a corner kick, throw-in or free kick.
- Entering or re-entering the field of play without the referee's permission.
- Deliberately leaving the field of play without the referee's permission.

Fouls that merit red card (send off offense)

A player is sending off and shown a red card in case of:

- Serious foul play and violent conduct.
- Spitting at an opponent or any other person.
- Denying the opposing team, a goal or an obvious goal scoring opportunity by deliberately handling the ball (this does not apply to a goalkeeper within his own penalty area).
- Using offensive, insulting or abusive language and/or gestures.
- Receiving a second caution in the same match.

The Penalty kick

A penalty kick is awarded if a player commits a direct free kick offence inside their penalty area or off the field as part of play. A goal may be scored directly from a penalty kick.

The throw in

A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball passes over the touchline, on the ground or in the air. A goal cannot be scored directly from a throw-in:

- If the ball enters the opponents' goal: a goal kick is awarded.
- If the ball enters the thrower's goal: a corner kick is awarded.
- The goal kick

A goal kick is awarded when the whole of the ball passes over the goal line, on the ground or in the air, having last touched a player of the attacking team, and a goal is not scored. A goal may be scored directly from a goal kick, but only against the opposing team; if the ball directly enters the kicker's goal, a corner kick is awarded to the opponents.

The corner kick

A corner kick is awarded when the whole of the ball passes over the goal line, on the ground or in the air, having last touched a player of the defending team, and a goal is not scored.

1.7 End unit assessment

Teacher divides students into groups of four including one referee, two assistant referees and the fourth referee. After dividing students into their respective groups, set the order on how groups will lead the game, request the first group to start the match. Ask other remaining students to form two teams of 11 players for each one including a goalkeeper. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Records their performance in order to give them feedback at the end of the exercise.

1.8 Additional activities

1.8.1 Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques of playing football, encourage students to lead matches/ games while other are performing techniques and tactics in the game situation.

1.8.2 Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches and make records.

1.8.3 Extended activities

Organize football competition between classes for forming school teams and participate in interclass competitions and friendly matches. Let students officiate matches. Encourages students to exploit regularly official Laws of the game of football and be updated on the changes about those Laws of the game.

Key unit competence: Perform volleyball techniques and tactics in the game situation adhering to the Rules of the game.

3.1 Prerequisite (knowledge, skills, attitudes and values)

Students of Senior Six will learn better Rules of the game of volleyball if they have developed basic techniques and tactics of volleyball learned in Senior 4, Senior 5.

3.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide volleyball activities that engage both girls and boys equally in exploiting their full potential and volleyball 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/her 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 daily 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 volleyball materials for the competitions before using them in order to prevent injuries or other case of accidents.

- **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 in which they use in volleyball activities by avoiding to leave waste on the court or ground.

- **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, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention.

- **Genocide studies**

While conducting volleyball lesson, a teacher should take a time to explain students how 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 fighting against Genocide

3.3 Guidance on introductory activity

Before introducing the lesson of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, asks questions and provides activities related to rules of the game of volleyball applied during performing techniques and tactics in the game situation in order to help them to predict what to be learned in the whole unit.

3.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on volleyball techniques and tactics in the game situation	To overview and perform volleyball techniques and tactics in the game situation	1
2	Rules of the game	To explain and interpret rules of the game of volleyball	1
3	Play Volleyball game adhering to rules of the game	Apply official rules of the game of volleyball in a game situation	1
4	End unit assessment	To evaluate students' performance	1

Lesson 1: Recall on volleyball techniques and tactics in the game situation

a) Learning objective

Distinguish volleyball techniques and tactics and perform them in the game situation

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, flags, net and posts.

c) Prerequisites/Revision/Introduction

Students of Senior Six will learn better volleyball techniques and tactics in the game situation if they have developed basic techniques of playing volley learned in Senior 4, and Senior 5.

d) Learning activities

Opening discussions

- Ask questions related to volleyball techniques and tactics in the game situation learned in previous levels.
- Let students provide their answers and the teacher introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Task/activity

- Form group of six students and let two groups enter on the volleyball court. Players on the court take their positions and be ready to start the game.
- Students are requested to play a normal volleyball game and are asked to use learned techniques and tactics of playing volleyball game.
- During the game observe how students have taken their positions on the court, how they are using techniques perfectly and tactics they are using in order to win.
- Change groups based on time you have in order to give opportunities to all students to participate in the game.
- Facilitate students during cool down
- Ask groups, which are not playing to record fouls, related to used techniques.
- Let students present their findings from observation made after the game situation.
- During presentation support students where is needed.

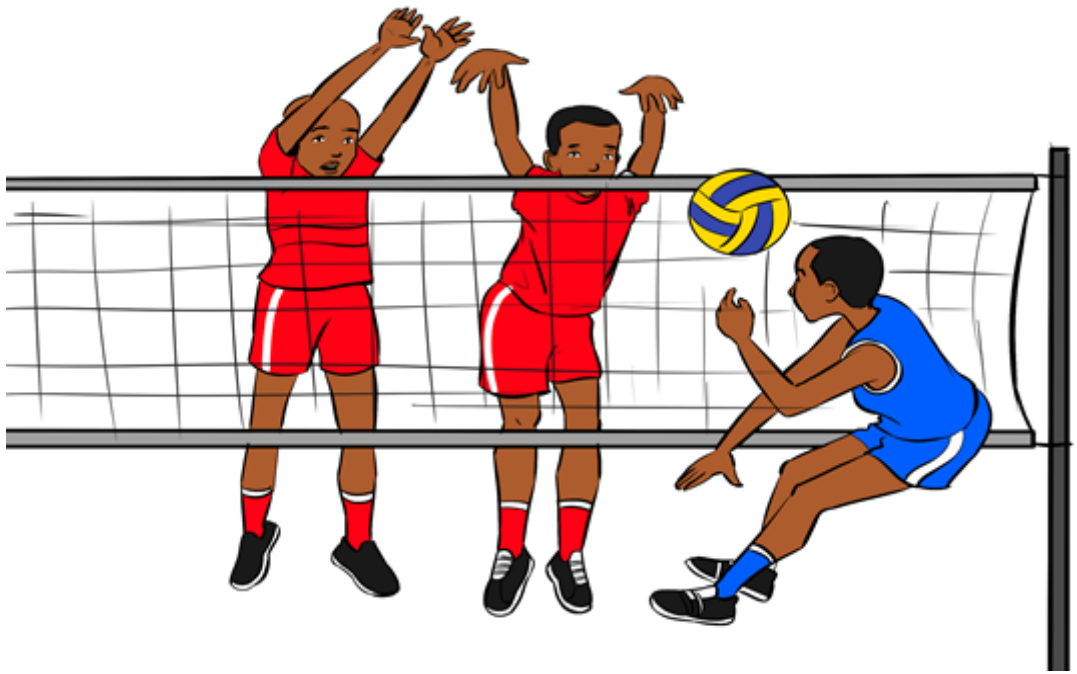


Fig 3.1: Players attempting to block the ball

Closing discussion

Reflect

- What are challenges/benefits did you face while playing volleyball by using learned techniques and tactics?
- In case you have lost the match, what are causes of that lost?

Connect

- What are the importance of combining techniques and tactics in our works or plays?

Apply

- How will you use those skills of playing volleyball in your daily life?

Application activity

Form teams of 2 vs 2, 3 vs 3, 4 vs 4, 5 vs 5 or 6 vs 6. Let students play volleyball applying techniques and tactics in the game situation, on the appropriate court according to the number of players and available materials. The winner is the team which applied more techniques and tactics than others during one or more sets of the game and gets more sets than other teams

Lesson 2: Rules of the game

a) Learning objective

To explain and interpret Rules of the game of volleyball

b) Teaching resources

Balls, playground, projector, a computer, whistles, watch, cones, chasubles, score sheet, cards, flags.

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better Rules of the game of volleyball if they have performed basic techniques and tactics of playing volleyball in Ordinary level, Senior 4 and Senior 5.

d) Learning activities

Task/activity

- Ask questions to students related to fouls that they have found during playing game situation of volleyball in the lesson 1.
- Let students answer asked questions and support them where is necessary.
- Students form six groups and give questions to discuss in each group as seen in the following table.

Groups	Questions
1	Discuss about the playing area, net and posts, balls and teams in volleyball.
2	Discuss about team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in siting volleyball.
3	Discuss about the states of play, playing the ball, ball at the net and player at the net in volleyball game.
4	Discuss about the service, attack hit, block, interruptions in volleyball game.
5	Explain the meaning of game delays, exceptional game interruptions, intervals and changes of courts and the libero players in volleyball game.
6	Discuss the requirements of conduct, misconduct and its sanctions, officiating corps and procedures and refereeing in volleyball game.

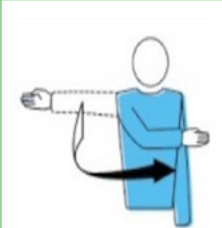
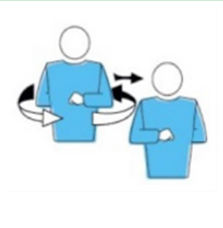
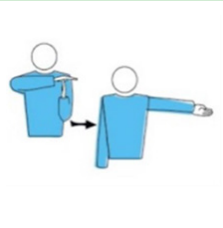
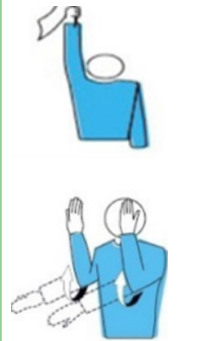
Pass though groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.

- Request group representative to present their findings and group members may support where is necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls and hand signals to use while officiating in volleyball.

Application activity

Let students show different hand signals used in volleyball game and interpret their meaning.

Signs used in officiating volleyball game

Sign				
Meaning	Authorization to serve	Team to serve	Change of court	Time out
Sign				
Meaning	Ball out	Catch	Double contact	Four hits
Sign				
Meaning	Substitution	Net touched by player /served ball touches the net between the antennae and does not pass the vertical plane of the net	Misconduct warning	Reaching beyond the net

Sign				
Meaning	Misconduct penalty	Attack hit fault	Expulsion	Penetration into the opponent court ball crossing the lower space or the server touches the court (end line) or the player steps outside his/her court at the moment of the service hit

Sign				
Meaning	Disqualification	End of set or match	Double fault and replay	Ball touched
Sign				
Meaning	Ball not tossed or released at the service hit.	Delay warning/ delay penalty	Delay in service	Lifting

Sign				
Meaning	Blocking fault or screening	Judgement impossible	Positional or rotational fault	Crossing space faults, ball touched an outside object, or foot fault by any player during service

Lesson 3: Play Volleyball game adhering to Rules of the game

a) Learning objective

Apply Rules of the game of volleyball in a game situation

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet and pes, cards, flags for line judges.

c) Prerequisites/Revision/Introduction

Students of Senior 6 will perform better playing volleyball game adhering to official rules of the game if they have developed basic techniques and tactics of playing volleyball learned in Senior 4, and Senior 5.

d) Learning activities

Opening discussions

- Ask questions to students related to volleyball Rules in game situations.
- Let students present their findings.
- Introduce the new lesson to the students.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Game situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B → C will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

2nd match B vs C → A will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

3rd match A vs C → B will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time for playing for each match: 6minutes
- The winner is the team, which will gain many points in those three matches.
- Guide students during cool down exercises and invite them to start discussion after cool down exercises.
- Start by giving time group A, B then C to share what they have recorded based on Rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some Rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.

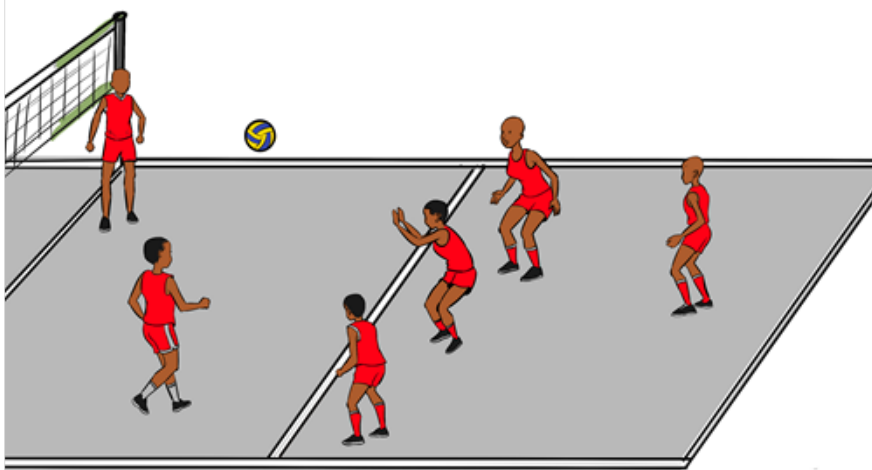


Fig 3.2: Students playing volleyball

Application activities

Form teams of 3 vs 3, 4 vs 4, 5 vs 5, 6 vs 6. Let students play volleyball adhering to Rules of the game on the appropriate court . The winner is the team, which committed less fouls than others in a set of 15 points of the game and win the set.

3.5 Summary of the unit

In this unit, students performed exercises for recalling techniques and tactics of volleyball. They have also learned rules of volleyball game and how to apply them during the game. Those rules are summarized as the following:

- **Playing area:** dimensions, playing surface, line of the court, zones and areas, temperature and lighting.
- **Net and posts:** Height of the net, structure of the net, side bands, antennae, posts and additional equipment.
- **Balls:** Standards balls, uniformity of balls, five-ball system.
- **Teams:** Team composition, location of the team, equipment, changes of equipment, forbidden objects.
- **Team leaders:** Captain, coach, assistant coach.
- **Scoring a point, winning a set and winning the match.**
- **Default and incomplete team.**
- **Structure of the play:** The toss, official warm up session, team starting line-up, positions, positional fault, rotation and rotational fault.
- **States of play:** Ball in play and out of play, ball in and out.
- **Playing the ball:** Team hits, characteristics of the hit, faults in playing the ball, contact with the court.
- **Ball at the net:** Ball crossing the net, ball touching the net, ball in the net.
- **Player at the net:** Reaching beyond the net, penetration under the net, contact with the net, player's faults at the net.
- **Service:** First service in a set, service order, authorization of the service, execution of the service, screening, service faults and positional faults.
- **Attack hit:** Characteristics of attack hit, restrictions of the attack hit, and faults of the attack hit.
- **Block:** blocking, block contact, blocking within the opponent's space. Block and team hits, blocking the service, blocking faults.
- **Regular game interruptions:** Number of regular interruptions, sequence of regular game interruptions, requests for regular game interruptions, time-outs and technical time-outs, substitution (limitation, exceptional substitution, substitution

for expulsion or disqualification, illegal substitution, substitution procedure and improper requests).

- **Game delays:** Types of game delay and their sanctions.
- **Exceptional game interruptions:** Injury/illness, external interference, prolonged interruptions.
- **Intervals and changes of courts:** Intervals, change of courts,
- **The libero players:** designation of the libero, equipment, actions involving the libero, re-designation of a new libero.
- **Requirements of conduct:** Sportsmanlike conduct, fair play.
- **Misconduct and its sanctions:** Minor misconduct, misconduct leading to sanctions, sanction scale, application of misconduct sanctions, misconduct before and between sets and sanction cards.
- **Officiating corps and procedures:** Composition, procedures, first referee (location, authority and responsibilities), second referee (location, authority and responsibilities), scorer (location and responsibilities), assistant scorer (location and responsibilities), and line judges (location and responsibilities)
- **Official signals:** Referee's hand signals, line judges' hand signals.

Students have given time to put in practice by officiating volleyball games situations.

3.6 Additional Information for teachers

Volleyball equipment

i) The Ball

The ball is the single most important piece of equipment in the game. A good ball will alleviate pain caused by hitting it over the net or between teammates. If a game is being played indoors, a leather ball will work best. It cannot be used outside because it may become wet and damaged. For outdoor play, a synthetic leather ball is recommended.

ii) Knee Pads

Prevent injuries for players in However, a person should choose pads according to age and experience. For instance, younger athletes should use thicker pads, since these players have less experience diving for the ball. Older athletes with more knowledge may choose thinner kneepads. They work well to prevent bruising and burns. All knee pads must fit comfortably around the leg area.

iii) Proper Footwear

Men and women volleyball shoes are necessary while playing volleyball game. These shoes are designed to protect the foot during side-to-side movement. A smart shoe choice will be made of leather and contain a low heel. This provides top support and helps to prevent sprains as well.

Officials and blowing whistles during the game

i) Whistle any violations

It is the first referee's responsibility to whistle any violations they see. If possible, the second referee should whistle net violations, centerline violations, serve receive position faults, and serving order violations. If the second official does not catch these violations, the first referee has the authority to make the call.

ii) Whistle player mishandling the ball

Only the first referee has the authority to whistle ball handling (lifts, double contacts, 4 hits, etc.). If appropriate, the second referee may discretely signal ball handling to the first referee.

iii) Giving Sanctions

Only the first referee has the authority to issue sanctions to players, coaches, etc.

iv) The second referee

- Is concerned with matters such as keeping time, assisting the first referee in making calls, administering substitutions, and verbally communicating with team coaches.
- Needs to communicate effectively with the scorekeeper.
- Should overlook the scorekeeper with recording subs, timeouts, etc.
- Should help the scorekeeper and libero tracker with any questions or issues that come up.
- Should position themselves so they can effectively transition from one side of the net to the other when the ball is in play.
- Handles substitutions

Scorers

The official scorer keeps track of the score throughout the volleyball game. Before the game begins, the scorer notes the starting lineup of each team and notifies the officials if the lineup was received on time. If a dispute or irregularity arises regarding the score, the scorer uses a buzzer to notify the first and second officials. Additionally, when a substitution request arises, the scorer notifies the officials.

Line Judges

At least two, and as many as four, line judges monitor each game. The line judges stand at the corners of the court watching the lines to indicate whether a ball in play falls in or out of the court. If a server steps on the line during a serve, the line judge watching the given line notifies the officials using a flag. When a player touches an out-of-play ball or if the ball hits an antenna, the designated line judge also indicates the interference.

Violations

- Stepping on or over the line on a serve.
- Fail to serve the ball over the net successfully.
- Hitting the ball illegally, (Carrying, palming, throwing, etc.
- Touches of the top of the net only with any part of the body while the ball is in play. Players may contact the net below the top of the net (the tape) at any time.
- If the ball is driven into the net with such force that it causes the netto contact an opposing player, no foul will be called, and the ball shall continue to be in play.
- Reaching over the net, except under these conditions:
 - When executing a follow-through.
 - When blocking a ball, which is in the opponent court but is being returned (the blocker must not contact the ball until after the opponent who is attempting to return the ball makes contact). Except to block the third play.
 - Reach under the net (if it interferes with the ball or opposing player).
 - Failure to serve in the correct order.

Misconduct

Individual sanctions may be assessed against a player or coach for a variety of unsportsman like actions during or between games including: shouting at an opponent; addressing officials about their decisions; trying to distract an opponent; or coaching in a disruptive manner.

Yellow or Warning Card: This is given for minor unsporting offenses. A second yellow card to an individual will result in an automatic red card. It goes together with 1 point for other team.

Red or Penalty Card: This is given for serious offenses. If a team is serving and receives a red card, they will lose the serve. When rally scoring their opponent also is awarded a point. If the team receiving serve get a red card, their opponent will receive a point.

Expulsion: This is given for extremely offensive behaviour. The player is out for the rest of the game. No additional penalty is given.

Disqualification: This is called when a player receives a second expulsion during a match or when physical aggression is shown toward an official, another player, or a spectator. The player is ordered from the playing area for the balance of the match. No other penalty is given.

3.7 End unit assessment

Teacher divides students into groups of five including first referee, second referee, scorer and two line judges. After dividing students into their respective groups, set the order on which groups will lead the game, request the first group to start the match.

Ask other remaining students to form two teams of six players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

During performing officiating for each group, observe how each student is accomplishing given tasks and roles.

Records their performance in order to give them feedback at the end of the exercise.

3.8 Additional activities

3.8.1 Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques of playing volleyball, encourage students to lead matches/ games while other are performing techniques and tactics in the game situation.

3.8.2 Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches. Scorers record performance of each group.

3.8.3 Extended activities

Organize volleyball competition between classes for forming school teams and participate in interschool competitions and friendly matches. Let students officiate matches. Encourages students to exploit regularly Rules of the game of volleyball and request them to be updated about changes of the Rules of the game of Volleyball.

Key unit competence: Perform Basketball techniques and tactics in the game situation adhering to Rules of the game.

4.1 Prerequisite (knowledge, skills, attitudes and values)

Students of Senior Six will learn better techniques and tactics in the basketball game situation adhering to Rules of the game if they have developed basic techniques and tactics of basketball learned in Senior 4, Senior 5.

4.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide basketball activities that engage both girls and boys equally in exploiting their full potential and basketball 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/her 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 basketball game but also in their daily 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 materials for the competitions before using them in order to prevent injuries or other case of accidents.

- **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 in which they use in sport activities by avoiding leaving waste on it.

- **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 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 basketball lesson, a teacher should take a time to explain students how 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 fighting against Genocide

4.3 Guidance on introductory activity

Before introducing the lesson of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, asks questions and provides activities related to rules of the game of basketball to be applied during performing techniques and tactics in the game situation in order to help them to predict what to be learned in the whole unit.

4.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on basketball techniques and tactics in the game situation	Overview and perform techniques and tactics in the game situation.	1
2	Rules of the game	Explain and recognize Rules of the game of basketball.	2
3	Play basketball game adhering to rules	Recognize and apply rules of the game of basketball in the game situation	1
4	End unit assessment	To evaluate students' performance	1

Lesson 1: Recall on Basketball techniques and tactics in the game situation

a) Learning objective

Overview and perform techniques and tactics in the game situation.

b) Teaching resources

Balls, playground, whistle, watch, cones, chasubles, rim and posts.

c) Prerequisites/Revision/Introduction

Students of Senior Six will recall techniques and tactics used in playing basketball game if they have developed basic techniques of playing basketball in Senior 4 and Senior 5.

d) Learning activities

Opening discussions

- Ask questions to students related to basketball techniques and tactics in the game situation learned in previous levels.
- Let students present their findings and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Task/activity 1

Form groups of five students for each one based on the number of students who are in a class; two groups enter on the court, request players to take their positions based on tasks to accomplish during performing game situation, let them play a normal basketball game in 5 minutes by using techniques and tactics used in playing.

Teaching and learning points to consider

- **During game situation, the teacher should observe the following:**
 - How students are performing techniques learned in Senior 4 and tactics learned in Senior 5.
 - How students are performing different movement on the court, how they are taking right position on the right time for receiving and passing the ball.
 - After five minutes teacher should change groups and let other groups, enter on the court.

- Students who are not performing on the court should observe and records some fouls, which are being committed by the players on the court.
- **The teacher should act as a referee and explain to the player who commits fouls before sanctioning him/her.**



Fig 4.1: Student in practice of rebounding

Application activities

Form teams of **2 vs 2, 3 vs 3, 4 vs 4 or 5 vs 5**. Let students play basketball by applying techniques and tactics in the game situation during 10 minutes, on the appropriate court according to the number of players and available materials. The winner is the team, which applied more techniques and tactics than other did.

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/benefits did you face while playing basketball?
- How did you proceed in order to win the match? What are causes of losing the game?

Connect

- What are the importance of combining techniques and tactics in playing basketball game?

Apply

- What is the usefulness of techniques and tactics in basketball game situation?
- How will you use those skills of playing basketball in your daily life?

Lesson 2: Rules of the game

a) Learning objective

Explain and recognize Rules of the game of basketball.

b) Teaching resources

Balls of basketball, hard/soft copy of basketball Rules of the game, computer, and projector.

c) Prerequisites/Revision/Introduction

Students of Senior Six will learn better Rules of the game of basketball if they have performed basic techniques and tactics of playing basketball in Senior 4 and Senior 5.

d) Opening activities

- Ask questions to students related to fouls that they have found during playing game situation of basketball in the lesson 1.
- Let students answer asked questions and support them where is necessary.
- Students form six groups and give questions to discuss in each group as seen in the following table.

Group	Questions
1	Discuss about the playing court, equipment and team composition in basketball game.
2	Explain playing regulations in basketball game.
3	Identify violations and fouls in basketball game.
4	Discuss about general provisions in basketball game.
5	Discuss about officials, table officials, commissioner: duties and powers
6	Show and explain officials' signals used in basketball during officiating the game.

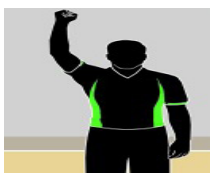
Pass through groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.

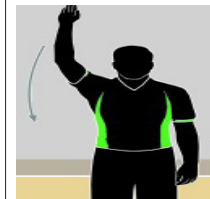
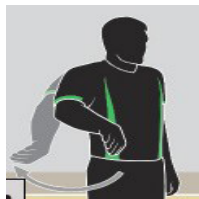
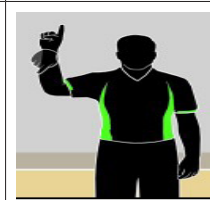
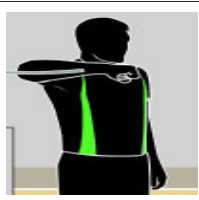
- Request group representative to present their findings. During presentation group members may intervene where is necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct and hand signals to use while officiating in volleyball.

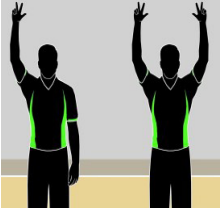
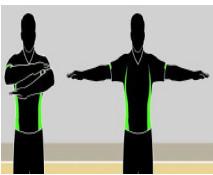
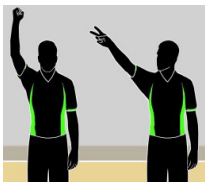
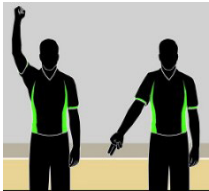
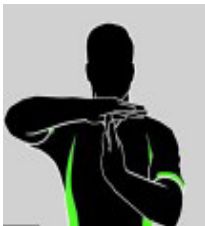
Application activity

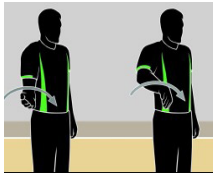
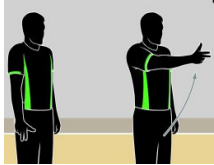
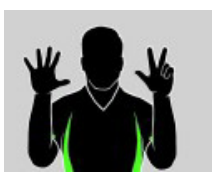
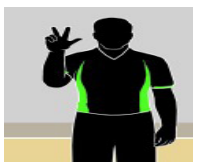
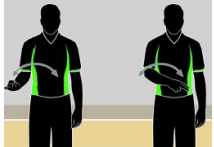
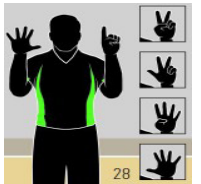
Let students show different hand signals used in basketball game and interpret their meaning.

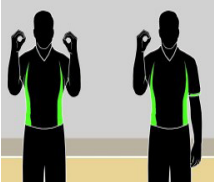
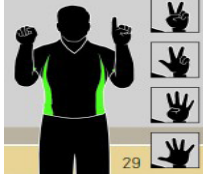
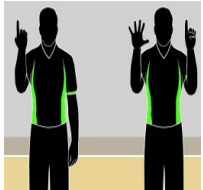
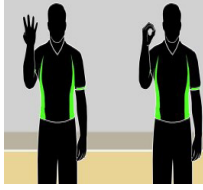
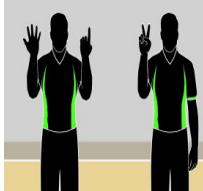
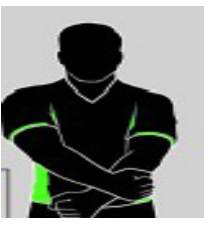
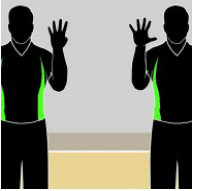
Signs used in officiating Basketball game

No	Sign	Meaning	No	Sign	Meaning
1		Stop the clock	3		Charging with the ball
2		Stop the clock for fouls	4		Illegal contact to the hand

No	Sign	Meaning	No	Sign	Mean- ing
5		Start the clock	13		Hooking
6		Scoring 1 point	14		Excessive swinging of elbow

7		Scoring 2 points	15		Hit to the head
8		Three points scored and 3 successful points.	16		Foul by team in control of the ball
9		Cancel score/ cancel play	17		Foul on the act of shooting
10		Substitution	18		Foul not on the act of shooting
11		Becoming in	19		Double foul
12		Travelling	20		Technical foul

No	Sign	Meaning	No	Sign	Meaning
21		Illegal dribbling/ double dribbling	29		Unsportsman-like foul
22		Illegal dribbling/ carrying the ball	30		Disqualifying foul
23		3 seconds violations	31		Illegal boundary line crossing on a throw-in
24		5 seconds violation	32		1 free throw
25		8 seconds violation	33		2 free throws
26		24 seconds violation	34		3 free throw
27		Ball returned to the back court	35		Showing player wears number from 1-5
28		Deliberate kick or block of the ball	36		Showing player wear number from 6-10

No	Sign	Meaning	No	Sign	Meaning
37		Showing player wear number 0	44		Showing player wear number from 11-15
38		Holding	45		Showing player wear number 16
39		Blocking (defence), illegal screen (offense)	46		Showing player wear number 24
40		Pushing or charging without the ball	47		Showing player wear number 40
41		Hand checking	48		Showing player's number 62
42		Illegal use of hands	48		Showing player wear number 78
43		Showing player wear number 99			

Lesson 3: Playing Basketball game adhering to Rules of the game

a) Learning objective

Recognize and apply official Rules of the game of basketball in the game situation

b) Teaching resources

Balls used in basketball game, court for basketball, whistle, watch, chasubles, score sheet, protective equipment (if available), ring (rim) and posts.

c) Prerequisites/Revision/Introduction

Students of Senior 6 will interpret and apply Rules of game of playing basketball in game situation if they have learned techniques and tactics of playing basketball game in Senior 4, and Senior 5.

d) Learning activities

Opening discussions

- Ask questions to students related to the implication of basketball rules in the game situations.
- Let students present their findings and introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Game situation

Form three groups A, B and C. competition is organized in this way:

1st match: A vs B  C will act as officials by providing: umpires and table officials and other remaining players will record fouls and misconduct happened and how umpires and table officials have been reacted for those fouls and violation.

2nd match B vs C  A will act as officials by providing: Umpires, table officials, and other remaining players will record fouls and misconduct happened and how umpires and table officials have been reacted for those fouls and violation.

3rd match A vs C  B will act as officials by providing: umpires and table officials and other remaining players will record fouls and misconduct happened and how umpires and table officials have been reacted for those fouls and violation.

Points to consider during this game situation

- Time for playing for each match: 6minutes
- The winner is the team, which will gain many points in those three matches.
- Guide students during cool down and invite them to start discussions after cool down session.
- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.

Application activities A

Form teams of **2 vs 2, 3 vs 3, 4 vs 4, 5 vs 5**. Let students play basketball adhering to rules of the game on the appropriate court and choose their own officials to lead the match. The winner is the team that committed less fouls than others commit and gained more points in a given period.

4.5 Summary of the unit

This unit comprises application of the offensive and defensive techniques and tactics of basketball in the game situations adhering to rules. Within this unit, Rules of the game of basketball have been described and interpreted during the game situation. Students got time for playing basketball game by adhering to rules of the game. Techniques, tactics and Rules of the game help students to develop their knowledge and competences in basketball.

4.6 Additional Information for teachers

Playing court

The playing court shall have a flat, hard surface free from obstructions with dimensions of 28 m in length by 15 m in width measured from the inner edge of the boundary line. The centre circle shall be marked in the centre of the playing court and have a radius of 1.80 m measured to the outer edge of the circumference. The free-throw semi-circles shall be marked on the playing court with a radius of 1.80 m measured to the outer edge of the circumference and with their centers at the mid-point of the free-throw lines.

Scoring

To shoot the basketball through the hoop as often as possible:

- Each time this happens, 2 points will be added to your team's score.
- 3 Points will be awarded if the basketball is shot from outside the three- point line.
- 1 point will be awarded if the basket is shot from the free-throw line.

Players

Each team has a maximum of five players on the court at any time. Substitutes are made by the Coach to replace players on the court. They are substituted or subbed-off. This can only be done at certain times in the game and the referee will let you know when it is OK. This can take place as often as the coach likes.

The control of the ball

The team who has control of the basketball is on offence. The team without the ball is on defence. Both parts of the game are equally important. Teams on defence are trying to stop the offence from shooting a hoop. The defence should always try to stay between the basket and the players they are guarding. There are two ways for the ball to be moved up the court on offence by dribbling the ball that is by bouncing the ball with one hand only on it, or by passing it to another of your team members. Passing is a lot faster and ensures all team members enjoy the fun of the game. While stationary (not passing or dribbling) the player holding the ball must always keep one of their feet on the floor, this is called the pivot foot. Players can only lift their foot if they wish to dribble, pass or shoot the ball.

The pivot foot can twist but must remain in contact with the floor and in the same place. If players move their foot/feet without dribbling, passing or shooting, they are penalized and the ball given to the other team, this is called travel. The ball must stay within the court of play (inside sidelines and baselines); otherwise, it goes to the other team. No player may contact an opposition team member; this is called a foul. If a foul takes place while a player is shooting for a basket, theshooter is given free shots from the free-throw line. If a player receives five foulsduring a game, they must leave the court and can take no more part in the game.

Equipment

The following equipment shall be required:

- Backboards, baskets comprising (pressure release) rings and nets, backboard support structures including padding.
- Basketballs, game clock, score board , shot clock , stopwatch or suitable

(visible) device (not the game clock) for timing time-outs , 2 separate distinctly different and loud signals, one of each for the shot clock operator, scorer/timer. Score sheet, player foul markers, team foul markers, alternating possession arrow, playing floor, playing court and adequate lighting.

Duration

Generally, in junior competition a game is made up of two halves (usually 18 or 20 minutes each half). For seniors the game is made up of 4 quarters of 10 minutes for each one.

Timeouts

A coach can stop the game to talk to their players; usually a coach can call two times outs in the first two quarters and three time outs in the two last quarters.

Rebounding

Players should assume that every basket shot would miss. Getting possession of the ball after a missed shot is called a rebound. When two players get possession of the ball at the same time, this is called a jump ball. A jump ball starts the beginning of a game and after half time.

Fouls and Violations

Fouls

- **Personal fouls:** *Personal fouls include any type of illegal physical contact such as hitting, pushing, slapping, holding, illegal pick/screen.*
- **Personal foul penalties:** *If a player is shooting while a being fouled, then he gets two free throws if his shot doesn't go in, but only one free throw if his shot does go in. Three free throws are awarded if the player is fouled while shooting for a three-point goal and they miss their shot. If a player is fouled while shooting a three-point shot and makes it anyway, he is awarded one free throw. Thus, he could score four points on the play.*
 - **Inbounds:** If fouled while not shooting, the ball is given to the team the foul was committed upon. They get the ball at the nearest side or baseline, out of bounds, and have 5 seconds to pass the ball onto the court.
 - **Two free throws:** If the team committing the foul has more than four fouls during a quarter, the player who is fouled is awarded two three throws. He makes his first shot, and then he is awarded another free throw.
 - **Charging:** An offensive foul that is committed when a player pushes or runs over a defensive player. The ball is given to the team that the foul was committed upon.

- **Blocking:** illegal personal contact resulting from a defender not establishing position in time to prevent an opponent's drive to the basket.
- **Flagrant foul:** Violent contact with an opponent. This includes hitting, kicking, and punching. This type of foul results in free throws plus the offense retaining possession of the ball after the free throws.
- **Intentional foul:** When a player makes physical contact with another player with no reasonable effort to steal the ball. It is a judgment call for the officials.
- **Technical foul:** A player or a coach can commit this type of foul. It does not involve player contact or the ball but is instead about the manners of the game. Foul language, obscenity, obscene gestures, and even arguing can be considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

Violations

- **Walking/Traveling:** Taking more than a step and a half without dribbling the ball is traveling. Moving your pivot foot once you have stopped dribbling is traveling.
- **Carrying/palming:** When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.
- **Double Dribble:** Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.
- **Held ball:** Occasionally, two or more opposing players will gain possession of the ball at the same time. In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.
- **Goaltending:** If a defensive player interferes with a shot while it is on the way down toward the basket, while it is on the way up toward the basket after having touched the backboard, or while it is in the cylinder above the rim, it is goaltending and the shot counts. If committed by an offensive player, it is a violation and the ball is awarded to the opposing team for a throw-in.
- **Backcourt violation:** Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.
- **Time restrictions:** A player passing the ball inbounds has five seconds to pass the ball. If he does not, then the ball is awarded to the other team. Other time restrictions include the rule that a player cannot have the ball for more than five seconds when being closely guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt a shot within a given period.

The officials

- The officials shall be an umpire(s) 1 or 2. They shall be assisted by the table officials and by a commissioner, if present.
- The table officials shall be a scorer, an assistant scorer, a timer and a shot clock operator.
- The commissioner shall sit between the scorer and the timer. His primary duty during the game is to supervise the work of the table officials and to assist the crew chief and umpire(s) in the smooth functioning of the game.
- The officials of a given game should not be connected in any way with either team on the playing court. The officials, the table officials and the commissioner shall conduct the game in accordance with these rules and have no authority to change them.
- The officials' uniform shall consist of an officials' shirt, long black trousers, black socks and black basketball shoes. The officials and table officials shall be uniformly dressed.

4.7 End unit assessment

Teacher divides students into groups of six including two umpires, scorer, an assistant scorer, a timer and a shot clock operator. After dividing students into their respective groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining students to form two teams of five players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Records their performance in order to give them feedback at the end of the exercise.

4.8 Additional activities

4.8.1 Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques of playing basketball in small groups and in a full team.

4.8.2 Consolidation activities

Students may participate in competitions between small groups and choose their own officials to lead the matches and make record of performance for different groups.

4.8.3 Extended activities

Organize basketball competition between classes for forming school teams and participate in interclasses and friendly matches. Let students officiate matches. Encourage students to exploit updated rules of the game of basketball regularly.

Key unit competence: Perform Handball techniques and tactics in the game situation adhering to rules

5.1 Prerequisite (knowledge, skills, attitudes and values)

Students of Senior 6 will perform better handball techniques and tactics in the game situation adhering to official Rules of the game if they have developed basic techniques and tactics abilities in handball learnt in Senior 4 and Senior 5.

5.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide handball activities that engage both girls and boys equally in exploiting 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/her 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 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 cases of 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 in which they use during performing sports activities by avoiding waste left 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 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 handball 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 handball exercises a teacher should take a time to explain students how 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.

5.3 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, asks questions and provides activities related to rules of the game of handball in order to help them to predict what to be learned in the whole unit.

5.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on handball techniques and tactics in the game situation	To overview and perform techniques and tactics of handball	1
2	Rules of the game	Interpret and discuss official Rules of the game of handball	1
3	Handball game situation	Play handball game adhering to official Rules the game	1
4	End unit assessment	To evaluate students' performance.	1

Lesson 1: Recall on handball techniques and tactics in the game situation

a) Learning objective

To overview and perform techniques and tactics of handball

b) Teaching resources

- Balls - Stopwatch/watch
- Playground - Cones
- Whistle - Chasubles

c) Prerequisites/Revision/Introduction

Students of Senior 6 will perform better recall on handball techniques and tactics if they have developed techniques and tactics exercises learnt in Senior 4 and Senior 5.

d) Learning activities

Opening discussions

- Ask questions to students related to handball techniques and tactics learnt in Senior 4 and Senior 5.
- Let students provide their answers and then introduce the new lesson.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Task/activity

Students play a certain game in a given time, e.g. Make teams of seven players/team at least then the game takes 20min and every player must occupy responsibilities of its position on the playground based on position of player and assigned tasks in each group.

Description of the activity

During performing activities students use: pass and reception, dribbling, shooting in the goals, attacking and defending tactics.

Variation

According to the number of students, the teacher replaces some prayers until all prayers enter on the ground.

Teaching and learning points to consider:

- Effectiveness in passing, dribbling, catching and shooting the ball.
- In case of dribbling with and without an opponent.
- Playing formations (systems) which teams are using.
- Offensive and defensive tactics used by the team.

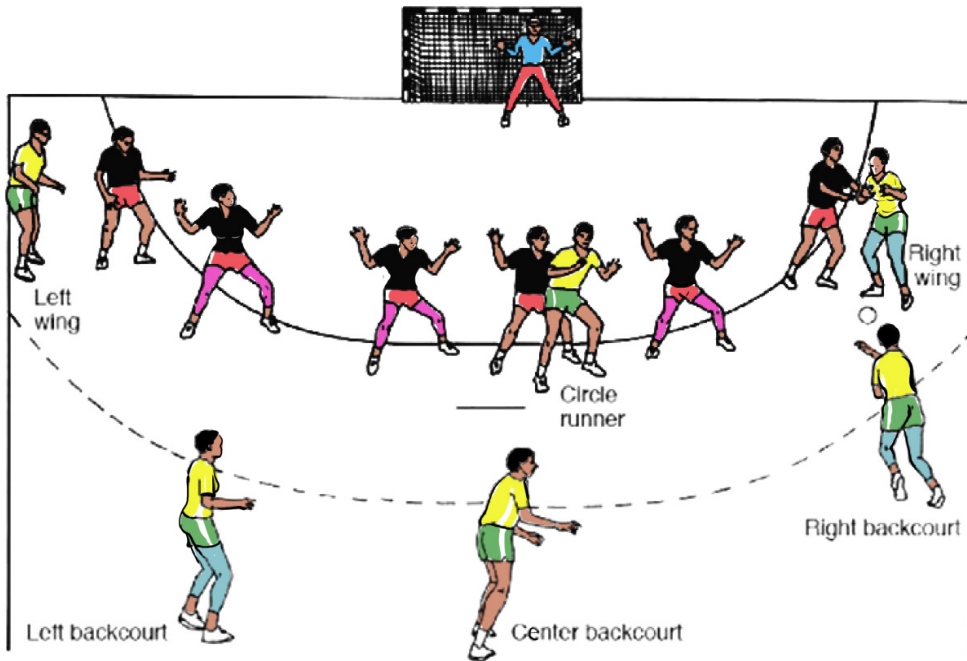


Fig 5.1: Players playing handball game

Application activity

Form teams of **4 vs 4**, **5 vs 5**, **6 vs 6**, and **7 vs 7**. Let students play handball adhering to rules of the game on the appropriate court. The winner is the team, which scores three goals before another. Distribute balls to students for regular familiarization with the ball and request them to choose their own officials.

Cool down exercises

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

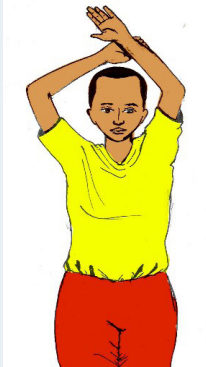
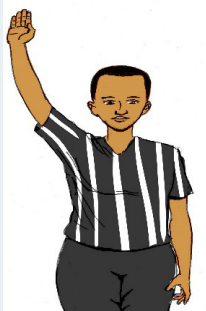
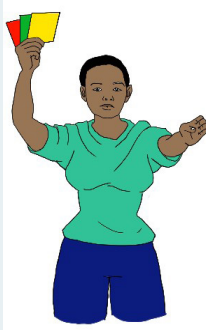
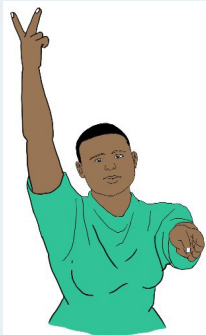
Groups	Questions
1	Playing court, Playing time, final signal and time-out in handball.
2	The ball, the team, substitutions, equipment, player injuries in handball.
3	The goalkeeper, the goal area in handball.
4	Playing the ball, passive play in handball.
5	Fouls and unsportsmanlike conduct, scoring in handball.
6	Throws and general instructions on the execution of the throws in handball.
7	The punishments and the officials in handball.
8	The Timekeeper and the scorekeeper and hand signal in handball.

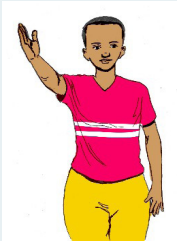
Pass through groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.

- Request group representative to present their findings, group members may support where is necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating in handball.

Hand signals used in officiating handball game

No	Sign	Meaning	No	Sign	Meaning
1		Illegal dribble	2		Keep the distance of 3 metres

No	Sign	Meaning		Sign	Meaning
3		Too many steps or holding the ball for more than 3 seconds	7		Passive play
4		Restraining, holding or pushing	8		Goal
5		Hitting	9		Warning (yellow) Disqualification (red) Information written report (blue)
6		Offensive foul	10		Suspension (2minutes)

No	Sign	Meaning		Sign	Meaning
11		Throw in direction	14		Time-out
12		Goalkeeper throw	15		Permission for two persons (who are entitled to participate) to enter the court during time out
13		Free throw	16		Forewarning signal for passive play

Provide one box which contains cards where written fouls and unsportsmanlike conduct. Another box contains cards where written sanctions/punishment. In groups, when one member picks a card written a foul or an unsportsmanlike conduct, one from another group raises the card of its relative sanction/ punishment. Continue the activity until the prepared cards finished.

Lesson 3: Playing handball game adhering to official Rules of the game

a) Learning objective

Playing handball game adhering to official Rules of the game

b) Teaching resources

- Balls
- Playground
- Whistle
- Cards (yellow, red and blue)
- Hard copy of handball rules of the game.
- Watch
- Cones
- Chasubles.
- Paper and pen

c) Prerequisites/Revision/Introduction

Students of Senior 6 will perform better the game situation adhering to the official Rules of the game of handball if they have developed basic techniques and tactics of playing handball learned in Senior 4 and Senior 5.

d) Learning activities

Opening discussions

- Ask questions to students related to official Rules of the game of handball.
- Let students provide their answers.
- 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 to be used while in game performance and let them stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body

Game situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B  C will act as officials by providing: two officials, the timekeeper and the scorekeeper and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

2nd match B vs C  A will act as officials by providing: two officials, the timekeeper and the scorekeeper and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

3rd match A vs C  B will act as officials by providing: two officials, The timekeeper and the scorekeeper and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time for playing for each match: 6 minutes
- The winner is the team, which will gain many points in those three matches.
- Guide students during cool down and invite them to start after game situation discussion.

- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.



Fig 5.2: Student in playing actions

5.5 Summary of the unit

This unit comprises the reviewing techniques and tactics of handball in game situation.

It describes the rules of the game of handball. It provides time for playing games adhering to handball rules and helping students to develop their knowledge and competences in officiating of handball game through the following:

- Playing court, playing time, final signal and Time-Out.
- The ball, the team, substitutions, equipment, player injuries.
- The goalkeeper, the goal area.
- Playing the ball, passive play.
- Fouls and unsportsmanlike conduct, scoring.
- Throws and general instructions on the execution of the throws.

- The punishments and the officials.
- The timekeeper and the scorekeeper and hand signals.

5.6 Additional Information for teachers

Playing court

Playing court is a 40 metres long and 20 metres wide rectangle, consisting of two goal areas and a playing area. The longer boundary lines are called side-lines, and the shorter ones are called goal lines (between the goalposts) or outer goal lines (on either side of the goal). There should be a safety zone surrounding the playing court, with a width of at least 1 metre along the side lines and 2 metres behind the goal lines. The characteristics of the playing court must not be altered during the game in such a way that one team gains an advantage.

The handball court consists of the following: *The goal area, the free throw line, the 7m throw, the goalkeeper's restraining line, the centre line, the substitution line.*

The Team

A team consists of up to 14 or 16 players depending on the competition. No more than seven players may be present on the court at the same time. The remaining players are substitutes. A player who is identified as a goalkeeper may become a court player at any time. Similarly, a court player may become a goalkeeper at any time as long as he is identified as a goalkeeper. The game may continue even if a team is reduced to less than five players on the court. It is for the officials to judge whether and when the game should be permanently suspended.

The goalkeeper is allowed to:

- Touch the ball with any part of his body while in the act of defence inside the goal area.
- Move with the ball inside the goal area, without being subject to the restrictions applying to court players.
- Leave the goal area without the ball and participate in the game in the playing area; when doing so, the goalkeeper becomes subject to the rules applying to players in the playing area.
- Leave the goal area with the ball and play it again in the playing area if he has not managed to control it.

The goalkeeper is not allowed to:

- Endanger the opponent while in the act of defence.
- Leave the goal area with the ball under control; this leads to a free throw.
- Touch the ball when it is stationary or rolling on the floor outside the goal area, while he is inside the goal area.

- Take the ball into the goal area when it is stationary or rolling on the floor outside the goal area.
- Re-enter the goal area from the playing area with the ball.
- Touch the ball with the foot or the leg below the knee, when it is moving out towards the playing area.
- Cross the goalkeeper's restraining line (4-metre line) or its projection on either side, before the ball has left the hand of the opponent who is executing a 7-metre throw.

Playing the Ball

During playing the ball in handball game, it is permitted to:

- Throw, catch, stop, push or hit the ball, by using hands (open or closed), arms, head, torso, thighs, and knees.
- Hold the ball for a maximum of 3 seconds, also when it is lying on the floor.
- Take a maximum of 3 steps with the ball; one step is considered taken when:
 - a) A player who is standing with both feet on the floor lifts one foot and puts it down again, or moves one foot from one place to another.
 - b) A player is touching the floor with one foot only, catches the ball and then touches the floor with the other foot.
 - c) A player after a jump touches the floor with one foot only, and then hops on the same foot or touches the floor with the other foot.
 - d) A player after a jump touches the floor with both feet simultaneously, and then lifts one foot and puts it down again, or moves one foot from one place to another.

While standing or running

It is permitted to:

- a) Bounce the ball once and catch it again with one or both hands.
- b) Bounce the ball repeatedly with one hand (dribble), and then catch it or pick it up again with one or both hands.
- c) Roll the ball on the floor repeatedly with one hand, and then catch it or pick it up again with one or both hands.
 - As soon as the ball thereafter is held in one or both hands, it must be played within 3 seconds or after no more than three steps.
 - The bouncing or dribbling is considered to have started when the player touches the ball with any part of his body and directs it towards the floor.
 - After the ball has touched another player or the goal, the player is allowed

- a) To tap the ball or bounce it and catch it again.
- b) Move the ball from one hand into the other one.
- c) Play the ball while kneeling, sitting or lying on the floor; this means that it is permitted to execute a throw (for instance a free throw), from such a position.

During playing the ball in handball game, it is not permitted to:

- After the ball has been controlled, to touch it more than once, unless it has touched the floor, another player, or the goal in the meantime.
- Touch the ball with a foot or leg below the knee, except when the ball has been thrown at the player by an opponent.

Play continues

- If the ball touches a referee on the court.
- If a player with the ball moves outside the playing court with one or both feet (while the ball is still inside the court), for instance to get around a defending player, this shall lead to a free throw for the opponents.
- If a player from the team in possession takes up position outside the court without the ball, the officials shall indicate to the player that he must move into the court.
- If the player does not do so, or if the same team later repeats the action, there shall be a free throw awarded to the opponents without any further forewarning.

Fouls and Unsportsmanlike Conduct

Fouls that normally do not lead to personal punishment

It is not permitted:

- To pull or hit the ball out of the hands of the opponent.
- To block the opponent with arms, hand, legs, or to use any part of the body to displace him or push him away; this includes a dangerous use of the elbow, both as a starting position and in motion.
- To hold an opponent (body or uniform), even if he remains free to continue the play.
- Run into or jump into an opponent.

Types of fouls	Description
Fouls that warrant a personal punishment	Fouls, where the action is mainly or exclusively aimed at the body of the opponent, must lead to a personal punishment. This means that, in addition to a free throw or 7-metre throw, at least the foul is to be punished progressively, beginning with a warning, then with 2-minutes suspensions and disqualification.
Fouls that warrant an immediate 2-minutes suspension	– Fouls that are committed with high intensity or against an opponent who is running fast. – Holding on to the opponent for a long time, or pulling him down. – Fouls against the head, throat or neck. – Hard hitting against the torso or throwing arm. – Attempting to make the opponent lose body control (e.g., grabbing the leg/foot of an opponent who is jumping). – Running or jumping with great speed into an opponent.
Fouls that warrant a disqualification	A player who is attacking an opponent in a way that is dangerous to his health is to be disqualified. The special danger to the opponent's health follows from the high intensity of the foul or from the fact that the opponent is completely unprepared for the foul and therefore cannot protect himself.
Disqualification due to a particular reckless, particularly dangerous, premeditated or malicious action (also to be reported in writing)	If the officials find an action to be particularly reckless, particularly dangerous, premeditated or malicious, they must submit a written report after the game, so that the responsible authorities are in a position to take a decision about further measures.
Unsportsmanlike conduct that warrants a personal punishment	As unsportsmanlike conduct is considered any verbal and non-verbal expressions that are not in conformity with the spirit of good sportsmanship. This applies to both players and team officials, on the court and outside the court. For the punishment of unsportsmanlike, seriously unsportsmanlike, and extremely unsportsmanlike conduct, a difference is made between 4 levels of actions: – Actions that are to be punished progressively – Actions that are to be punished with a direct 2-minutes suspension – Actions that are to be punished with a disqualification (red card) – Actions that are to be punished with a disqualification and a written report (blue card).

Unsportsmanlike conduct that warrants progressive punishment	The actions listed below under a-f are examples of unsportsmanlike conduct that is to be punished progressively, beginning with a warning. a) Protests against referee decisions, or verbal and non-verbal actions intended to cause a specific referee decision. b) Harassing an opponent or teammate through words or gestures, or shouting at an opponent in order to cause distraction. c) Delaying the execution of a formal throw for the opponents, by not respecting the 3-metre distance or in some other way. d) Through 'theatre', trying to mislead the officials regarding the actions of an opponent or exaggerating the impact of an action, in order to provoke a time-out or an undeserved punishment for an opponent. e) Actively blocking a shot or pass by using a foot or lower leg; pure reflex motions, e.g., moving the legs together, are not to be punished. f) Repeated entering of the goal area for tactical reasons.
Unsportsmanlike conduct warranting an immediate 2-minutes suspension	– Certain unsportsmanlike actions are by their nature seen as more severe and warrant an immediate 2-minutes suspension, regardless of whether the player or the officials had received a warning earlier. This includes: – Protests involving loudness with forceful gestures, or provocative behavior. – When there is a decision against a team in possession, and the player with the ball does not immediately make it available to the opponents by dropping it or putting it down on the floor. – Blocking the access to a ball that went into the substitution area.

Seriously unsportsmanlike conduct warranting a disqualification	Certain forms of unsportsmanlike conduct are considered so serious that they warrant a disqualification. The following are examples of such conduct: Throwing or hitting the ball away in a demonstrative manner, after a decision by the officials. If a goalkeeper demonstratively refrains from trying to stop a 7-metres throw. Deliberately throwing the ball at an opponent during a stoppage in the game; if it is done with a lot of force and from very short distance, it is more appropriately regarded as a 'particularly reckless action' under 8:6 above. When a 7m shooter hits the goalkeeper's head, if the goalkeeper is not moving his head in the direction of the ball. When a free throw shooter hits a defender's head, if the defender is not moving his head in the direction of the ball. An act of revenge after having been fouled.
Disqualification due to extremely unsportsmanlike conduct also to be reported in writing	Insulting or threatening behaviour directed at another person, e.g., referee, timekeeper/ scorekeeper, delegate, team official, player, and spectator; the behaviour may be in verbal or non- verbal form (e.g., facial expression, gestures, body language or body contact). The interference by a team official in the game, on the playing court or from the substitution area, or (II) a player destroying a clear chance of scoring, either through an illegal entry on the court or from the substitution area.

Decision-making criteria

For the judgment as to which personal punishments are appropriate for specific fouls, the following decision-making criteria apply; these criteria are to be used in combination as appropriate in each situation:

- a) The **position** of the player who commits the foul (frontal position, from the side, or from behind);
- b) The **part of the body** against which the illegal action is aimed (torso, shooting arm, legs, head/throat/neck);

- c) The **dynamics** of the illegal action (the intensity of the illegal body contact, and/or a foul where the opponent is in full motion);
- d) The **effect** of the illegal action:
- The impact on the body and ball control.
 - The reduction or prevention of the ability to move.
 - The prevention of the continuation of the game.

For the judgment of fouls, the particular game situation is relevant, too (e.g., shooting action, running into open space, situations with high running speed).

Scoring

A goal is scored when the entire ball has completely crossed the goal line, if the thrower, a teammate or a team official has committed no violation of the rules before or during the throw. The goal line referee confirms with two short whistle signals and hand signal that a goal has been scored.

- A goal shall be awarded if there is a violation of the rules by a defender but the ball still goes into the goal.
- A goal cannot be awarded if a referee, timekeeper or delegate has interrupted the game before the ball has completely crossed the goal line.
- A goal shall be awarded to the opponents if a player plays the ball into his own goal, except in the situation where a goalkeeper is executing a goalkeeper throw.

Throws

Type of throw	Description of the throw
The Throw-Off	Is taken: – At the start of the game, the team that wins the coin toss and elects to start with the ball in its possession takes the throw-off. – When teams change ends for the second half of the game. – After a goal has been scored, play is resumed with a throw-off taken by the team that conceded the goal. – For the throw-off at the start of each half.
The Throw- In	– Is awarded when the ball has completely crossed the side-line. – The throw-in is taken without whistle signal from the officials. – The throw-in is taken from the spot where the ball crossed the side line.

	– The thrower must stand with a foot on the side line and remain in a correct position until the ball has left his hand. – While the throw-in is being taken, the opponents may not be closer than 3 metres to the thrower.
The Goalkeeper Throw	Is awarded when: – A player of the opposing team has entered the goal area. – The goalkeeper has controlled the ball in the goal area or the ball is stationary on the floor in the goal area. – A player of the opposing team has touched the ball when it is rolling on the floor in the goal area. – The ball has crossed the outer goal line, after having been touched last by the goalkeeper or a player of the opposing team. – Is taken by the goalkeeper without whistle signal from the referee. – The goalkeeper throw is considered to have been taken, when the ball thrown by the goalkeeper has completely crossed the goal-area line.
The Free Throw	Is awarded when: – The team in possession of the ball commits a violation of rules that must lead to a loss of possession. – The opponents commit a violation of rules that causes the team in possession of the ball to lose it. – The free throw is normally taken without any whistle signal from the referee except the referee wish to clarify. – Players of the throwing team must not touch or cross the free throw line of the opponents before the free throw has been taken. See also the special restriction under.
The 7-Metre Throw	Is awarded when: – A clear chance of scoring is illegally destroyed anywhere on the court by a player or a team official of the opposing team. – There is an unwarranted whistle signal at the time of a clear chance of scoring. – A clear chance of scoring is destroyed through the interference of someone not participating in the game, for instance a spectator entering the court or stopping the players through a whistle signal. – The 7-metre throw is to be taken as a shot on goal, within 3 seconds after a whistle signal from the referee.

- The thrower or a teammate following the execution of a 7-metre throw, until it has touched an opponent or the goal must not play the ball again.
- When a 7-metre throw is being executed, the teammates of the thrower must position themselves outside the free throw line, and remain there until the ball has left the thrower's hand.
- The 7-metre throw is to be retaken, unless a goal is scored, if the goalkeeper crosses his restraining line.
- It is not permitted to change goalkeepers once the thrower is ready to take the 7-metre throw, standing in the correct position with the ball in hand.

General Instructions for the Execution of the Throws

The Thrower

Prior to the execution: the thrower must be in the correct position prescribed for the throw; the ball must be in the hand of the thrower.

During the execution, except in the case of the goalkeeper throw:

- The thrower must have one part of a foot in constant contact with the floor until the ball is released. The other foot may be lifted and put down repeatedly.
- The thrower must remain in the correct position until the throw has been executed. A throw is considered taken when the ball has left the hand of the thrower.
- The thrower must not touch the ball again until it has touched another player or the goal.

A goal may be scored directly from any throw, except that a direct 'own goal' cannot be scored through a goalkeeper throw (i.e., by dropping the ball into one's own goal).

The teammates of the thrower and the defending players must remain in their positions as rules describe it until the throw has been done.

Whistle signal for the restart

The referee must blow the whistle for the restart: always in the case of a throw-off, 7-metre throw.

In the case of a throw-in, goalkeeper throw or free throw: For a restart after a time-out, for a restart with a free throw, when there has been a delay in the execution, after a correction of the player positions, after a verbal caution or a warning.

The punishments

Types of punishments	Description
Warning	– Fouls that are to be punished progressively. – Unsportsmanlike conduct that is to be punished progressively.
Suspension	– For a faulty substitution, if an additional player enters the court, or if a player interferes in the game from the substitution area. – If the player and/or his team has already received the maximum number of warnings. – If one of the officials in the team has already received a warning.
Disqualification	– For seriously unsportsmanlike conduct during the game. – For a third suspension of the same player. – For significant or repeated unsportsmanlike conduct during a tiebreaker such as 7-metre throwing. Unsportsmanlike conduct by any one of the officials of a team.

The Officials

- Two officials with equal authority shall be in charge of each game. A timekeeper and a scorekeeper assist them.
- The officials monitor the conduct of the players and team officials from the moment they enter the premises until they leave.
- The officials are responsible for inspecting the playing court, the goals, and the balls before the game starts; they decide which balls will be used.
- The officials also establish the presence of both teams in proper uniforms.
- The coin toss is undertaken by one of the officials in the presence of the other referee and the 'responsible team official' for each team, or a team official or player (for instance, a team captain) on behalf of the 'responsible team official'.

The Timekeeper and the Scorekeeper

- The timekeeper has the main responsibility for the playing time, the time-outs, and the suspension time of suspended players.
- The scorekeeper has the main responsibility for the team rosters, the score sheet, the entering of players who arrive after the game has started, and the entering of players who are not entitled to participate.

5.7 End unit assessment

Teacher divides students into groups of four including two officials, the timekeeper and the Scorekeeper. After dividing students into their respective groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining students to form two teams of seven players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Observe how techniques and tactics learned are being used.
- Records their performance in order to give them feedback at the end of the exercise.

5.8 Additional activities

5.8.1 Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques of playing handball through different game situation. Let students lead game situation by managing game situations as officials.

5.8.2 Consolidation activities

Encourage students to participate in competitions among them and choose their own officials to lead the matches and make records of the game results.

5.8.3 Extended activities

Organize handball competition between classes for forming school teams and participate in interclasses competitions and friendly matches. Request students to exploit regularly updated rules of the game of handball.

Key unit competence: Perform netball techniques and tactics in the game situation adhering to the Official Rules of the game

6.1 Prerequisite (knowledge, skills, attitudes and values)

Students of Senior 6 will perform better techniques and tactics of netball applied in the game situation adhering to the rules of the game if they have developed basic techniques and tactics of playing netball learnt in Senior 4 and Senior 5.

6.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide netball activities that engage both girls and boys equally in exploiting 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 teachers to make their own 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 teachers 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 cases of 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 in which they use during sports activities by cleaning playgrounds and courts.

- **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**

The teacher provides physical 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 students how 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

6.3 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, asks questions and provides activities related to the rules of game of playing netball in order to help them to predict what to be learned in the whole unit.

6.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on netball techniques and tactics in the game situation	To overview and perform techniques and tactics of netball	1
2	Rules of the game of netball game	Explain and interpret official rules of the game of netball	1
3	Netball game situation	Playing netball game situation adhering to the official rules of the game	1
4	End unit assessment	To evaluate students' performance.	1

Lesson 1: Recall on netball techniques and tactics in the game situation

a) Learning objective

To overview and perform techniques and tactics of netball

b) Teaching resources

– Balls	– Watch	– Ring
– Playground	– Cones	– -Whistle
– Chasubles		

Prerequisites/Revision/Introduction

Students of Senior 6 will perform better recalling on netball techniques and tactics if they can execute techniques and tactics exercises learnt in Senior 4 and Senior 5.

c) Learning activities

Opening discussions

- Ask questions about netball techniques and tactics learned in Senior 4 and Senior 5.
- Let students answer asked questions and introduce the topic of the day.
- Invite students to start warm up exercises.
- Warm up exercises and cool down description
- 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.

d) Lesson body

Task/activity

Group students into two groups. Let each group choose seven players to start the game. The game shall take 20min (2 halves). Each players on the court should perform her/his tasks and responsibilities to accomplish based on the playing position he/she is occupying while playing.

Variation

The teacher replaces players until all players for each group enter on the ground in order to participate in the play.

Teaching/learning points to consider

- Accurately uses of learned tactics (passes, shooting, landing etc.)
- Taking right playing positions on the ground.
- How offensive and defensive tactics are being performed.



Fig 6.1: Students playing netball

Cool down exercises

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

Closing discussion

Reflect

- Which challenges did you face during the execution of passing, receiving, landing and shooting exercises in netball? Why?
- What went well during the performance of passing, receiving, landing and shooting the ball in netball? Why?

Connect

- What conditions are necessary for a netball player to have the best performance?

Apply

- How will you do to make better your performance of netball techniques and tactics after this session?

Lesson 2: Rules of the netball game

a) Learning objective

Explain and interpret official rules of the game of netball

b) Teaching resources

- Balls
- Whistle
- Computer/projector
- Chart/diagrams
- Watch
- Videos of officiating netball
- Smart classroom
- Soft/hard copy of netball rules of the game

c) Prerequisites/Revision/Introduction

Students of Senior 6 will learn better rules of game of netball if they have developed techniques and tactics of playing netball learned in Senior 4 and Senior 5.

d) Learning activities

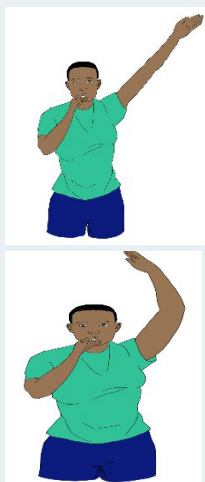
Put st into eight groups and distribute to them the following questions based on group numbers and let them discuss given questions into their respective groups. Distribute rules of the game for each group based on questions given to facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of rules of the game of netball).

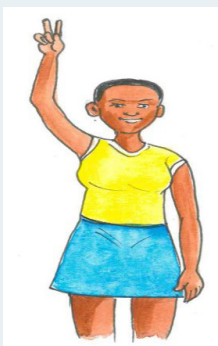
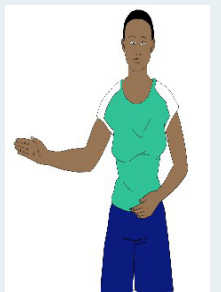
Groups	Questions
1	Discuss about the court and relative areas and goalposts in netball game.
2	Discuss about the ball and duration of the match in netball game.
3	Discuss the match personnel and match procedures in netball game
4	Explain about punishments in netball game
5	Discuss how to start the play in netball game.
6	What is the duration of the match and how to score a goal in netball game.
7	Discuss about obstruction and contact in netball game.
8	Show and interpret hand signals used in officiating netball game.

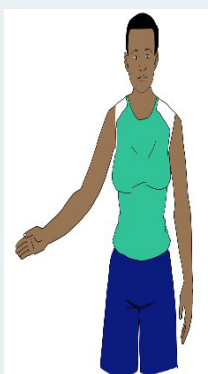
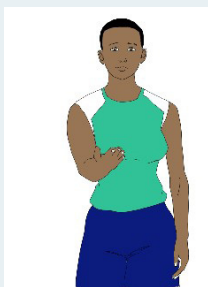
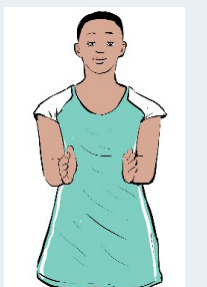
Pass though groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.

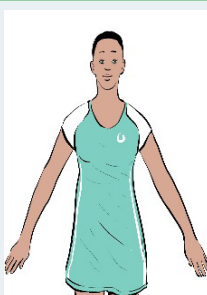
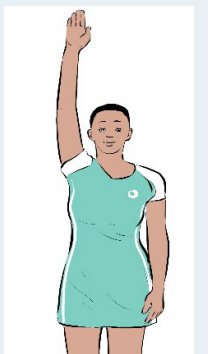
- Request group representative to present their findings and group members may support where is necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating in handball.

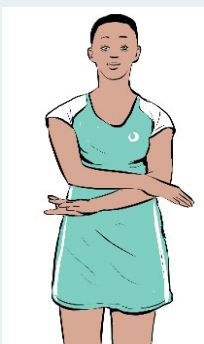
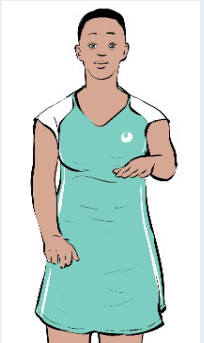
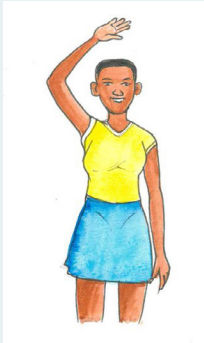
Hand signals used in officiating handball game

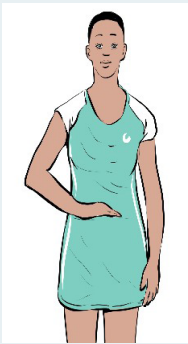
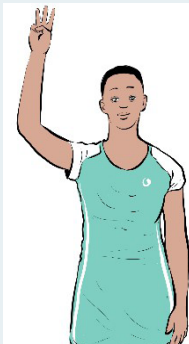
No	Sign	Meaning	No	Sign	Meaning
1		Start/restart the play	2		Ball over third

No	Sign	Meaning	No	Sign	Meaning
3		Hold time	7		Held ball
4		Direction of pass	8		Short ball

5		Throw in- goal line	9		Incorrect playing the ball
6		Toss up	10		Obstruction of the player with the ball

No	Sign	Meaning	No	Sign	Meaning
11		Advantage	14		Obstruction of the ball without the ball
12		Goal scored	15		Intimidation

13		Goal no scored	16		Contact
17		Footwork	20		Caution

No	Sign	Meaning	No	Sign	Meaning
18		Centre positioned incorrectly	21		Suspension
19		Incorrect entry to the area			

Application activity

Provide two groups, one with a box which contains cards where written fouls and unsportsmanlike conduct. Another stay to show umpire signals. In groups, when one member picks a card written a foul or an unsportsmanlike conduct, one from another group show the relative umpire signals. Continue the activity until the prepared cards finished.

Lesson 3: Netball game situation

a) Learning objective

Play game situation adhering to official rules of the game of netball

b) Teaching resources

- Balls - Watch - Playground/Rim and posts
- Cones - Whistle - Chasubles
- Hard copy of netball rules of the game

c) Prerequisites/Revision/Introduction

Students of Senior 6 will perform better in game situation if they have developed techniques and tactics of playing netball game learned in ordinary Senior 4 and Senior 5.

d) Learning activities

Opening discussions

- Ask questions about rules of the game of netball learned in lesson 1 and 2.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

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

e) Lesson body

Game situation

Form three groups A, B and C. Organize the competition in the following ways:

1st match: A vs B  C will act as officials by providing: let each group choose umpires and lead the game. Other remaining players will record fouls, misconduct happened, and how officials have been reacted for those fouls and misconducts.

2nd match B vs C → A will act as officials by providing: let each group choose umpires and lead the game. Other remaining players will record fouls, misconduct happened, and how officials have been reacted for those fouls and misconducts.

3rd match A vs C → B will act as officials by providing: let each group choose umpires and lead the game. Other remaining players will record fouls, misconduct happened, and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time of playing for each match: 6minutes
- The winner is the team, which will gain many points in those three matches.
- Guide students during cool down exercises
- Invite students to start discussions.
- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.



Fig 6.2: Students in the action of shooting in the basket

Application activities

Form teams of seven students play netball adhering to rules of the game on the appropriate court. The winner is the team, which scores three goals before another.

6.5 Summary of the unit

This unit comprises the reviewing techniques and tactics of netball in game situation. It describes the rules of the game of netball. It provides time for playing games adhering to netball Official Rules and helping students to develop their knowledge and competences in netball.

6.6 Additional Information for teachers

- **Umpires**

The umpires control a match according to the Rules and decide any matter not covered by them. Their decisions are final and are given without appeal.

- After the captains have notified the umpires of the result of the toss for goal end or first centre pass, the umpires toss for goal end. The umpire winning the toss controls the side line nearer the official bench and the goal end to the right when facing the court. Each umpire controls the same half of the court throughout the match.
- An umpire's whistle:
 - a) Starts and ends each quarter/half.
 - b) Restarts play after a goal has been scored.
 - c) Indicates when an infringement is penalized.
 - d) May be used to indicate when the ball is out of court if clarification is needed.
 - e) Signals when the timekeepers are to hold time for a stoppage and when to restart timing play.
- The umpires work co-operatively and may appeal to each other for decisions. An umpire must be ready for such an appeal at all times.
- Each umpire controls and gives decisions for one half of the court including the goal line.

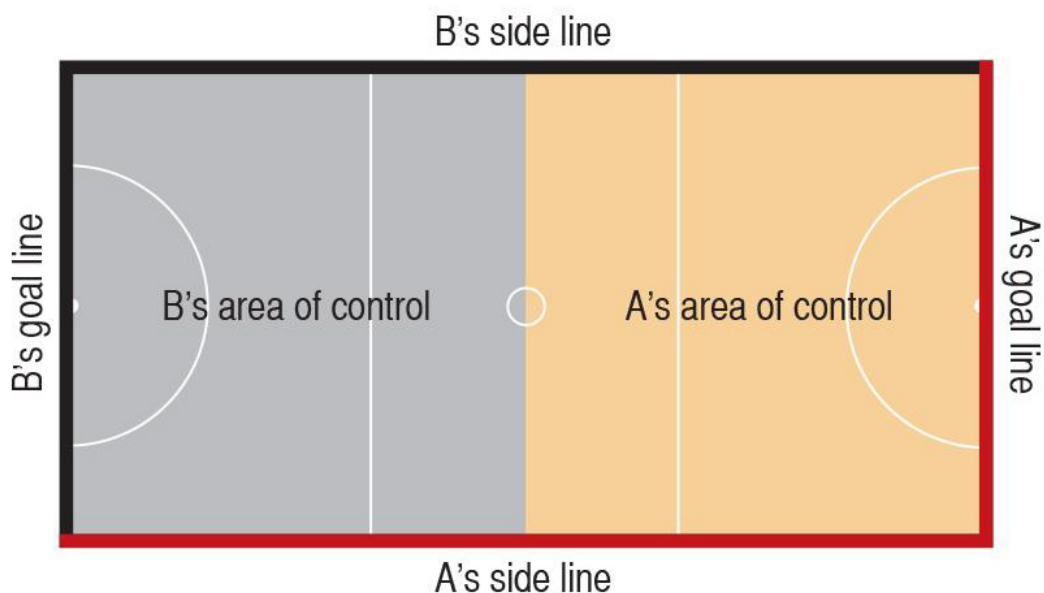


Fig 6.3: *Umpires's disposition on the court during officiating netball game*

- Each umpire makes all decisions for the throw in on one side line including infringements by the player taking the throw in or any opponent defending that player. If the sanction is awarded in the co-umpire's half, the co-umpire resumes control once it has been set.
- Either umpire may hold time for injury/illness of a player, blood, foul play, an emergency or other appropriate circumstances.
- **Reserve Umpire**
 - Replaces an umpire who becomes ill/injured during a match.
 - May assist the umpires with any procedures prior to the match or during intervals.
 - Is seated at the umpires' bench during a match.
 - Supervises a suspended player during the suspension period.
- **Scorers**

The scorers are jointly responsible for keeping an accurate record of the score.

- Before the start of play, the scorers record the names of all players (including playing positions for the start of play) and team officials.
- During the match the scorers:
 - a) Record any changes of players and/or positions.
 - b) Record goals scored for each team as they occur as well as any unsuccessful shots.
 - c) Keep a record of the centre pass taken by each team.

- d) Call the centre pass if appealed to by an umpire.
- e) Signal the direction of any centre pass to be taken immediately after a stoppage.
- f) Notify the umpires if a wrong centre pass is indicated.
- g) Record any warning, suspension and/or ordering off.

- **Timekeepers**

The timekeepers are jointly responsible for ensuring that each playing period and each interval is of the correct length of time. The timekeepers:

- Notify the umpires when there are 30 seconds and 10 seconds remaining before the start of a quarter/half.
- Commence timing when the game is started by the umpire's whistle.
- When the playing time specified for a quarter/half has elapsed, notify the umpires whose whistle ends play.
- Hold time when signalled to do so by the umpire and restart timing when the umpire signals for play to resume.
- Notify the umpires when 10 seconds remain prior to the end of a stoppage for injury/illness or blood.

Procedures for Centre Pass

Play is started with a centre pass at the beginning of each quarter/half and after each goal scored.

- The umpires notify the teams when there are 30 seconds and 10 seconds before the start of a quarter/half.
- The umpire controlling the goal end of the team taking the centre pass starts the first centre pass in each quarter/half.
- During a quarter/half, the umpire controlling the goal end where the last goal was scored starts the centre pass.
- Immediately a goal is signalled both umpires indicate the direction of the next centre pass:
 - a) If they disagree, the umpires seek clarification from the scorer.
 - b) In the event that both umpires indicate the centre pass direction incorrectly, the scorer notifies the umpires.
 - The umpire controlling the centre pass is responsible for penalising any infringements by the centre taking the centre pass and any opponent defending the pass (if a sanction is awarded in the co-umpire's half, the co-umpire assumes control once it is set).

Procedures during Play

The umpires move along the sideline and behind the goal line to view play and make decisions. They keep off the court during play except to take a toss up.

- **The umpires:**

- a) When penalising an infringement: blow the whistle, state the infringement and the sanction given, using hand signals to support their decisions.
- b) When applying an advantage: refrain from blowing the whistle for an infringement.
- c) Signal a goal has been scored by raising one arm vertically.
 - If the ball strikes the umpire while on the court during play, or if an umpire interferes with the movements of the players, play does not cease unless one team has been unduly disadvantaged, in which case a free pass is awarded to that team.
 - The umpires must not criticise or coach a team while a match is in progress.

Procedures for Out of Court

The umpires give decisions relating to the goal line in the half each controls and all of the nearer side line. The umpire controlling the goal/side line is responsible for:

- Ruling when the ball is out of court and the team to take the throw in (no whistle is required if it is clear the ball is out of court).
- Cautioning infringements by the player taking the throw in or by any opponent/s defending the throw in (if a sanction is awarded in the co-umpire's half, the co-umpire resumes control once it is set).

Procedures for Toss Up

- The umpires enter the court to take a toss up as follows:
 - a) In the goal, the umpire controlling that goal end takes circle the toss up.
 - b) Outside the goal, the nearer umpire who also controls all related procedures takes circle the toss up.
- The umpire ensures players are correctly positioned before taking a toss up.
- Before taking the toss up, the umpire momentarily is stationary, holding the ball in the palm of one hand at a point midway between the two players and just below the shoulder of the shorter player in normal standing position.
- The umpire flicks the ball vertically in the air no more than 600 mm and simultaneously blows the whistle.

Procedures for Stoppages

- **The umpire:**

- Signals to the timekeeper to hold time when required.
- Where appropriate notifies the players when 10 seconds remain prior to the end of the stoppage.
- Signals to the timekeeper when play restarts.

Procedures for Game Management

- The umpire holds time to caution a player, to give a warning, to suspend a player or to order a player off, also using any hand signal that applies.
- The umpire advises the co-umpire of any warning, suspension or ordering off.

TYPES OF SANCTIONS

During a match, the umpires may penalize an infringement and award a sanction to the non-infringing team as follows:

- **Free pass:** awarded for minor infringements.
- **Penalty pass:** awarded for major infringements.
- Conditions for all Sanctions

Sanctions are awarded to a team and may be taken by any player allowed in the area. The player taking the sanction must:

- Take up the position indicated by the umpire as follows:
 - a) For a free pass: the position is where the infringement occurred.
 - b) For a penalty pass: the position is where the infringer was standing unless this disadvantages the non-infringing team.

Sanction: *Free pass. If a player deliberately or repeatedly takes a sanction from the incorrect position, the player will be penalized for delaying play.*

- The foot placed at the point indicated is considered as equivalent to a 'one foot landing'.

Sanction: *Free pass*

- Release the ball within 3 seconds of the sanction being set.

Sanction: *Free pass*

Conditions for Free Pass

A player taking a free pass may not shoot for goal.

Sanction: *Free pass – no goal is scored.*

Conditions for Penalty Pass

- The infringer must stand out of play. This means the infringer must:
 - a) Move quickly to the position indicated.
 - b) Stand beside but away from the player taking the penalty pass so as not to impede that player.
 - c) Remain in this position and not move or take any part in play (including verbal comments) until the ball has been released.

Sanction: *A further penalty pass is awarded (which may be advanced if it is judged to be delaying play).*

- An opposing player may not obstruct or contact the player taking a penalty pass before the ball has been released.

Sanction: *Penalty pass where second infringer was standing – both infringers stand out of play.*

- If Goal Shooter or Goal Attack takes a penalty pass in the goal circle the player may either pass or shoot for goal. If this has been awarded but not taken when the timekeeper signals the end of a period of play, the penalty pass must be taken before play is ended.
- A player who is correctly positioned to take a penalty pass may choose to play the ball before the sanction has been set. If the player chooses to play the ball immediately:
 - a) The infringer may not take part in play until the ball has been released or make any attempt to intercept the penalty pass.
 - b) The penalty pass will be retaken if the infringer interferes with it.
- If an infringer is substituted or changes positions before a penalty pass is taken, the player who takes the position of the penalised player stands out of play.

ADVANTAGE

The umpire should refrain from blowing the whistle for an infringement when by so doing the non-infringing team would be disadvantaged.

- The umpire indicates an advantage is being applied by:
 - a) Calling 'advantage' and stating the infringement.
 - b) Using the hand signal for advantage.
- If the whistle is blown for an infringement, the sanction must be awarded, except that if a goal is scored that is to the advantage of the non-infringing team, the umpire will award the goal.

Failure to Take the Court

- If a team does not have five players present at the start of a quarter/half, the umpires will wait up to 30 seconds for additional player/s to arrive:
 - a) If the team takes the court within 30 seconds: the offending team will be penalized immediately following the whistle for the centre pass.

Sanction: *Penalty pass taken in centre third by the transverse line at the goal end of the non-infringing team – the whistle is blown to start play then the infringement is penalized. The Centre stands out of play for the penalty pass.*

- b) If the team is not able to take the court within 30 seconds: the umpires will award the match to the opposing team.
- If a team delays taking the court after a stoppage when requested by the umpires, the umpires penalize the team for delaying as soon as play resumes. If play was due to restart with a centre pass, the sanction is awarded immediately following the whistle for the centre pass.

Sanction: *Penalty pass that may be advanced unless it disadvantages the non-infringing team – the whistle is blown to start play then the infringement is penalized.*

CENTRE PASS

- Play is started at the beginning of each quarter/half and after each goal by a centre pass. The Centre of each team takes the centre pass alternately.
- If at a centre pass, the ball is still in the Centre's hands and no player from that team has been penalised before the whistle was blown to end the quarter/half, the centre pass will be ruled not to have been taken.

Positioning of Players for Centre Pass

- The Centre in possession of the ball stands with at least one foot wholly within the centre circle.

Sanction: *Free pass – the whistle is blown for the centre pass then the infringement is penalised.*

- The opposing Centre is in the centre third and free to move.
- All other players are in their respective goal thirds and are free to move but must not enter the centre third until the whistle has been blown to start play.

Sanction: *Free pass – the whistle is blown for the centre pass then the infringement is cautioned.*

- If two opposing players enter the centre third simultaneously before the whistle is blown:
 - a) If neither player makes contact with the ball they are not cautioned and play continues.

- b) If either player catches or touches the ball, either while standing in the centre third or immediately before or after landing in the centre third, a toss up is taken between the two players concerned where the player caught or touched the ball.
- c) If one umpire blows the whistle for a sanction and the other umpire indicates an advantage has applied, the sanction will stand.
 - All other players are in their respective goal thirds and are free to move but must not enter the centre third until the whistle has been blown to start play.

Sanction: *Free pass – the whistle is blown for the centre pass then the infringement is cautioned.*

- If two opposing players enter the centre third simultaneously before the whistle is blown:
 - a) If neither player makes contact with the ball they are not cautioned and play continues.
 - b) If either player catches or touches the ball, either while standing in the centre third or immediately before or after landing in the centre third, a toss up is taken between the two players concerned where the player caught or touched the ball.
 - c) If one umpire blows the whistle for a sanction and the other umpire indicates an advantage has applied, the sanction will stand.

Controlling the Centre Pass

- When the whistle is blown to start play, the Centre in possession of the ball may step outside the centre circle but must obey the footwork rule. If when the whistle was blown:
 - a) Only one foot was wholly inside the centre circle, this foot will be considered the 'landing foot'.
 - b) Both feet were wholly inside the centre circle, the foot not moved first will be considered the 'landing foot'.
- The Centre must release the ball within 3 seconds.

Sanction: *Free pass*

- A centre pass must be touched or caught by a player who:
 - c) Is standing wholly within the centre third or
 - d) Lands with the first or both feet wholly within the centre third.

Sanction: *Free pass*

- If the ball from a centre pass goes untouched over the side line bounding

the centre third, a throw in is awarded to the opposing team where the ball crossed the line.

- A player from the team taking the centre pass may not:
 - a) Touch or catch the ball in the air then land on both feet simultaneously astride the transverse line or
 - b) Touch or catch the ball in the goal third if it has not been touched.

Sanction: *Free pass in goal third where ball crossed the transverse line.*

- The umpire may apply advantage and allow play to continue if a player from the opposing team:
 - a) Catches the centre pass in the goal third or
 - b) After catching the ball in the air lands with feet astride the transverse line, (this player's subsequent pass is deemed to have been made from the goal third).

OUT OF COURT

Ball Out of Court

- The ball is out of court when:
 - a) It touches the ground outside the court.
 - b) It touches any person or object in contact with the ground outside the court.

Action: *Throw in by team that did not touch the ball last on court*

- The ball is put out of court by a player who:
 - a) Catches the ball in the air just before landing with the ball either wholly or partly outside the court.
 - b) Catches or touches the ball while standing on the ground, partly inside and partly outside the court.

Action: *Throw in by team that did not catch or touch the ball.*

- If the ball is caught simultaneously by two opposing players, either of whom lands or is standing wholly or partly outside the court, a toss-up is taken on court between the players concerned.
- A ball is not out of court if it hits any part of the goalpost and rebounds into the court.

Player Outside the Court

- A player may jump from a position inside the court and throw or bat the ball before landing outside the court.
- A player having no contact with the ball may move into the court surround

provided this is done solely for the purpose of repositioning back onto the court.

Sanction: *Free pass on court (near where the player left the court)*

- A player who has left the court to retrieve a ball or to take a throw in must be allowed direct re-entry to the court.

Sanction: *Penalty pass on court (near where the player left the court)*

- A player who is partly or wholly in the court surround must re-enter the court and have no contact with the court surround before playing the ball.

Action: *Throw in by the opposing team*

- A player who leaves the field of play without the permission of the umpire may not be replaced. If this player is the Centre, one player must immediately move to play as Centre. The player may, after first reporting to the umpire, return to the court immediately after:
 - a) A goal has been scored (in this case the player must play in the vacant position).
 - b) A stoppage for injury/illness or
 - c) An interval.

Sanction: *Free pass where ball was when play stopped – the player is sent from the court until the correct time for entry.*

THROW IN

When the ball is ruled to be out of court play restarts with a throw in.

Requirements for Taking Throw In

- The player taking the throw in:
 - a) Stands outside the court with at least one foot within 15 cm (6 in) of the line at the point indicated by the umpire (this foot is considered 'the landed foot').
 - b) Ensures all other players are on the court before releasing the ball.
 - c) Throws the ball within 3 seconds of taking up this position.
 - d) Observes the rules for footwork and playing the ball.
 - e) May not enter the court (including the lines bounding the court) until the ball has been released.
 - f) May not step behind any offside area while holding the ball.

Action: *Throw In by opposing team*

- The player taking the throw in must throw the ball:
 - a) From the goal line: into the goal third.
 - b) From the side line: into the nearest or adjacent third.

Sanction: *Free pass taken in the third where ball entered incorrectly*

- If the opposing team takes, the ball from a throw in goes out of court without being touched, a throw in where the ball went out.
-
- If the ball from a throw in fails to enter the court, a throw in is taken by the opposing team from the same position.

TOSS UP

A toss up is taken to restart play when:

- Two opposing players gain possession of the ball simultaneously (with one or both hands).
- Two opposing players send the ball out of court simultaneously or the umpire is unable to determine which player touched it last.
- Two opposing players are offside simultaneously and one or both touch or catch the ball.
- At a centre pass, two opposing players enter the centre third before the whistle and one or both touch or catch the ball.
- Two opposing players contact each other simultaneously.
- After a stoppage, the umpires are unable to determine which player had the ball or the ball was on the ground when play stopped.

Position for Toss Up

The toss up is taken between the two opposing players concerned at the point where the incident occurred, except when it involves players who have different playing areas as follows:

- If the two players have a common playing area: the toss up is taken between them in their common area as close as possible to the original position.
- If the two players have no common playing area: the toss up is taken in the centre third between any two opposing players allowed in the area at a point as close as possible to the original position.

Position of Players for Toss Up

- Before taking the toss up the umpire checks the two players are positioned as follows:
 - a) The players face each other and their goal ends.

- b) There is a distance of 0.9 m between the nearer feet of the players.
- c) Their arms are straight with hands at sides.
- The two players remain stationary until the whistle is blown as the umpire releases the ball.

Sanction: *Free Pass*

- All other players may stand or move anywhere within their playing areas provided they do not interfere with the toss up.

Outcome of Toss Up

- Player may either catch the ball or bat it in any direction except directly at another player.

Sanction: *Free Pass*

- A Goal Shooter or Goal Attack who catches the ball at a toss up in the goal circle may either shoot for goal or pass.

SUBSTITUTIONS AND TEAM CHANGES

- Both teams have the right to make substitutions and/or team changes:
 - a) During an interval.
 - b) When play is stopped for injury/illness or blood.
- The number of substitutions is not limited provided the players used are those named for the match.

LATE ARRIVALS

- An umpire must check a player who arrives after a match has started before taking the court.
- A late player may not immediately replace a player who is already on the court but may be used subsequently as a substitute.
- If a position has been left vacant the late arrival may not enter the match while play is in progress but may take the court immediately after:
 - a) A goal has been scored (in this case the player must play in the position left vacant)

Sanction: *Free pass where ball was when play stopped – the player is sent from the court until the correct time for entry*

- b) A stoppage for injury/illness or blood.
- c) An interval.

STOPPAGES

- The umpires hold time for injury/illness upon appeal from an on-court player or for blood and may hold time for an emergency or such other circumstances as they consider appropriate. During a stoppage:
 - a) For injury/illness of a player or blood: all players not affected or being substituted remain on the court.
 - b) In an emergency or other circumstances: the umpires decide whether the players leave the court or not.
- Play restarts from where the ball was when play stopped:
 - c) If the ball was out of court play restarts with a throw in.
 - d) If an infringement was signaled before play was held play restarts with the sanction awarded.
 - e) If the ball was on the ground or the umpire is unable to say which team had possession of the ball, play restarts with a toss up between any two opposing players allowed in the area.
- In extreme circumstances and in consultation with the event organizer, the umpires may decide to abandon a match if the safety of players and/or officials is considered to be at risk.

Injury/Illness or Blood

- The umpires hold time for blood when noticed or for injury/illness when requested by an on-court player (in extreme circumstances the umpires may hold time without a request being made).
- The player concerned must leave the court within 30 seconds and receive any treatment off the court. The timekeepers advise the umpires when 10 seconds remain.
- Only primary care person/s are permitted on the court to assess the player's medical condition and to assist the player from the court.
- In the event that the primary care person/s advise the umpires that the player concerned cannot be removed safely within 30 seconds, the umpires will extend the time for the player to leave the court.
- The umpires may authorise other persons (including team officials) to assist the player to leave the court if needed.
- Any blood on the ball or the court must be cleaned before play restarts and any blood-stained clothing replaced.
- During the stoppage both teams may make substitutions and/or team changes, provided these are completed within the time allowed for the stoppage by the umpires.

- If no substitution is made for the injured/ill player, or for a player who is bleeding, play may resume with the position left vacant. If the player is the Centre and no substitution is made, one player must move to play as Centre to allow the match to continue.
- If the position is left vacant the player concerned or a substitute may subsequently, after advising the umpire, take the court immediately after one of the following:
 - a) A goal has been scored (in this case the player or the substitute must play in the position left vacant).

Sanction: *Free pass where ball was when play stopped – the player is sent from the court until the correct time for entry.*

- a) A stoppage for injury/illness or blood.
- b) An interval.

Other Stoppages:

- The umpires may hold time or extend an interval if considered appropriate. Examples for which time may be held include (but are not limited to):
 - a) Emergencies such as serious injury/illness of a player, injury/illness of an umpire or technical official/s, the equipment, the court, the weather or technical equipment.
 - b) Retrieving the ball.
 - c) Disciplining a player, team official or bench player.
- The umpires decide the length of such a stoppage and ensure play restarts as soon as possible.
- Team officials are not permitted on the court during a stoppage other than specified.

PLAYING THE BALL

Methods of Playing the Ball

- To gain possession a player may:
 - a) Catch the ball with one or both hands.
 - b) Roll the ball to oneself.
 - c) Catch the ball if it rebounds from the goalpost.
- A player who has possession of the ball may throw or bounce it in any direction to another player with one or both hands. The player with the ball:
 - a) May not throw it deliberately at another player.
 - b) May not roll it to another player.

- c) Must release the ball within 3 seconds.
- d) After releasing the ball, may not replay the ball until another player has touched it or it rebounds from the goalpost.

Sanction: *Free pass*

- Without having possession of the ball a player may:
 - a) Bat or bounce the ball to another player but may not bat it deliberately at another player.
 - b) Tip the ball in an uncontrolled manner once or more than once, then either catch the ball or bat or bounce it to another player.
 - c) Bat the ball once before either catching the ball or batting or bouncing it to another player.
 - d) Bounce the ball once before either catching the ball or batting or bouncing it to another player.

Sanction: *Free pass*

- A player may not deliberately:
 - a) Kick the ball.
 - b) Fall on the ball to gain possession.
 - c) Strike the ball with a fist.

Sanction: *Free pass*

- A player who falls to the ground while holding the ball must regain footing before playing the ball and release it within 3 seconds of first catching it.

A player may not:

- a) Gain possession of the ball while lying, sitting or kneeling on the ground.
- b) Throw or play the ball while lying, sitting or kneeling on the ground.

Sanction: *Free pass*

- A player may not use the goalpost to regain balance or as a support to recover the ball.

Sanction: *Free pass*

PASSING DISTANCES

Short Pass

- When a player passes, the ball there must be sufficient space for an opposing player on the court to be able to intercept the ball as it moves from the hands of the thrower to those of the receiver.

Sanction: Free pass

- If two players from the same team gain possession of the ball in quick succession, the second player's hands must be removed or it will be deemed to be a short pass.

Sanction: Free pass

- If two opposing players gain possession of the ball in quick succession, the umpire calls 'possession', indicates the player who caught the ball first and allows play to continue.

Over a Third

- The ball must be caught or touched by a player in each third of the court.
- The player who touches or catches the ball must:
 - a) Be standing wholly in the third concerned when the ball is caught or touched or
 - b) After catching or touching the ball in the air, land either with the first foot or both feet wholly in the third concerned.

Sanction: *Free pass taken by the transverse line where the ball first entered the third incorrectly, except if the ball goes out of court over the goal line a throw in is awarded.*

- After catching the ball correctly a player may step into an adjacent third. Any subsequent throw is deemed to have been made from the third where the player first landed.
- If a player either catches the ball before landing with feet astride the transverse line, or is standing on both feet astride the transverse line when the ball is caught, the pass made by this player must be touched or caught in one of these two thirds.

Sanction: *Free pass taken in the goal third by the transverse line where the ball entered the third incorrectly.*

FOOTWORK**One Foot Landing**

A player who either receives the ball with one foot on the ground or, who after catching the ball in the air lands on one foot, may:

- Step with the second foot in any direction, lift the landing foot and throw or shoot before the landing foot is regrounded.
- While pivoting on the landing foot, step with the second foot in any direction one or more times. The landing foot may be lifted but the player must throw or shoot before regrounding it.

- Jump from the landing foot onto the second foot and jump again but must throw the ball or shoot before regrounding either foot.
- Step with the second foot and jump but must throw the ball or shoot before regrounding either foot.

Sanction: *Free pass*

Two Foot Landing

A player who receives the ball while both feet are on the ground, or who catches the ball in the air and lands on both feet simultaneously, may:

- Step with one foot in any direction, lift the second foot and throw or shoot before the second foot is regrounded.
- Step with one foot in any direction one or more times while pivoting on the second foot. The second foot may be lifted but the player must throw or shoot before regrounding it.
- Jump from both feet onto one foot but must throw or shoot before regrounding the second foot.
- Step with one foot then jump but must throw the ball or shoot before regrounding either foot.

Sanction: *Free pass*

Other Foot Movements

A player in possession of the ball may not:

- Drag or slide the landing foot.
- Hop on either foot.
- Jump from both feet and land on both feet while still in possession of the ball.

Sanction: *Free pass*

OFFSIDE

- A player is offside when the player enters a court area not designated for that player's position. This applies whether the player has contact with the ball or not.

Sanction: *Free pass*

- A player may reach across and pick up a ball from an offside area or lean on the ball in an offside area, provided the player makes no physical contact with the ground in that area.

Opposing Players Offside

- If two opposing players enter an offside area, one before the other, the first player is penalised.

Sanction: *Free pass*

- If two opposing players enter an offside area simultaneously:
 - a) If neither player makes any contact with the ball they are not penalised and play continues.
 - b) If either player catches or touches the ball while standing in the offside area, or immediately before or after landing in the offside area, a toss up is taken between the two players in their own area of play.

REQUIREMENTS FOR SCORING A GOAL

Goal Shooter or Goal Attack scores a goal when the ball is thrown or batted above and completely through the ring from any point within the goal circle including the lines bounding the goal circle.

- If the whistle to end play or to hold time is blown before the ball has passed completely through the ring no goal is scored.
- If a player other than Goal Shooter or Goal Attack throws or bats the ball, through the ring no goal is scored and play continues.
- If a defending player deflects, a shot for goal and the ball then passes above and completely through the ring a goal is scored.
- If the ball is won at a toss up in the goal circle the Goal Shooter or Goal Attack may either shoot for goal or pass.

REQUIREMENTS FOR TAKING A SHOT

- In taking a shot at goal the player must:
 - a) Have no contact with the ground outside the goal circle either while catching or holding the ball. The player may lean on the ball in the goal third outside the goal circle or may roll the ball or pick it up from this area, provided the player makes no physical contact with the ground outside the goal circle
 - b) Shoot within 3 seconds of catching the ball.
 - c) Obey the footwork rule.

Sanction: *Free pass*

- A defending player may not:
 - a) Cause the goalpost to move so as to interfere with a shot at goal and cause it to miss.

Sanction: *Penalty pass*

- a) Deflect a ball on its downward flight towards the ring, including touching the ball up through the net.

Sanction: *Penalty pass.* If a shot is successful, the goal is scored

OBSTRUCTION OF A PLAYER IN POSSESSION OF THE BALL

An opposing player may attempt to intercept the ball or defend a player in possession of the ball, provided there is a distance of not less than 0.9 m from the landing position of the player with the ball. This distance is measured on the ground as follows:

- One foot landing by the player with the ball:
 - a) If the player remains in the landing position: from the landing position to the nearer foot of the defending player.
 - b) If the player steps away from the landing position: from the point where the player landed to the nearer foot of the defending player.
- Two foot landing by the player with the ball:
 - a) If the player does not move either foot: from whichever foot is closer to the nearer foot of the defending player.
 - b) If the player moves one foot: from the foot that remains grounded to the nearer foot of the defending player.
- An opposing player who is the correct distance from a player with the ball may attempt to intercept the ball or defend the player with the ball:
 - a) Either by jumping upwards or towards the player with the ball and landing within 0.9 m provided this does not interfere with the shooting or passing action.
 - a) If the player with the ball reduces the distance between them.
- A defending player may be within 0.9 m of an opponent with the ball provided there is no interference with the throwing or shooting action of this player. The defending player may not make any effort to intercept the ball or defend the player with the ball.

OBSTRUCTION OF A PLAYER NOT IN POSSESSION OF THE BALL

- A player who is within 0.9 m of an opponent (measured on the ground) may stretch out arms to:
 - a) Catch, deflect or intercept a pass or a fake pass.
 - b) Catch, deflect or bat a rebound from an unsuccessful shot at goal.
 - c) Momentarily signal for a pass or to indicate the intended direction of a movement.
- A player who is within 0.9 m of an opponent (measured between nearer feet on the ground) may not, whether attacking or defending, use movements that take the arms away from the body so as to limit the possible movement of an opponent, except as required for natural body stance.

DEFENCE INVOLVING A PLAYER OUTSIDE THE COURT

Defending a Player from Out of Court

A player who is standing outside the court may not attempt to defend a player on the court whether that player has the ball or not.

The sanction is taken on the court close to where the infringer was standing

Defending a Player who is Out of Court

- A player may defend an opponent who has chosen to go out of court provided the defending player does not leave the court or own playing area or obstruct the player.
- A player who goes out of court to retrieve a ball or to take a throw in must be allowed back onto the court at the point where the player left the court or took the throw in. Any opponent attempting to prevent the player from re-entering the court is *cautioned*.

CONTACT AND CONTEST

When attacking, defending or playing the ball, opposing players may come into physical contact with each other. Provided the players do not interfere with each other's play or use their bodies to gain an unfair advantage over their opponent, it is deemed to be 'contest' and play continues. 'Contact' occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate.=

INTERFERENCE

Interference may occur in the following ways:

- Physical contact using any part of the body to limit an opponent's ability to move freely (this includes, but is not limited to, pushing, tripping, holding or leaning on an opponent).
- Knocking or hitting a player including when shooting for goal.
- Placing hand/s on the ball held by an opponent.
- Hitting the ball held by an opponent or removing it from an opponent's possession.
- While holding the ball, pushing it into an opponent.

Moving into Player's Space

A player causes contact by:

- Landing in a place already occupied by an opponent before the movement began.
- Moving into the path of an opponent who is committed to a particular landing space.

Inevitable Contact

Player/s, whether moving or stationary, may not position so closely to an opponent that this player is unable to move without contacting.

Simultaneous Contact

If two opposing players contact simultaneously a toss up is taken between the two players concerned.

Game Management

The umpires apply the Rules of the Game fairly, communicate clearly and maintain a calm, decisive control. A player who infringes any part of the foul will be disciplined. Players on the court are expected to respond to rulings by the umpires and adjust their play accordingly. Similar requirements apply to team officials and bench players.

ACTIONS THAT MAY BE TAKEN BY UMPIRES

- To manage a match, the umpires may, in addition to the normal sanction, use any of the following:
 - a) Caution a player: a player is advised that the behaviour specified must change.
 - b) Issue a warning to a player: a player is warned that suspension will follow if the behaviour specified continues.
- c) Suspend a player: a player who is suspended takes no part in play for 2 minutes.
- d) Order a player off: a player who is ordered off takes no further part in the match.
- A decision to give a warning, to suspend a player, or to order a player off, will be considered to have been made jointly by the two umpires and is thus binding on the co-umpire:
 - a) The umpires may confer before deciding on the action to be taken.
 - b) The controlling umpire should ensure the co-umpire is aware of the action taken and, if appropriate, the reasons for it.

Warning

If a player continues to infringe after receiving a caution for a specified behaviour, the umpire will issue a warning to the player. Where appropriate a warning may be given even if no caution has been issued.

The umpire:

- Advises the player by:

- a) Using the term 'warning'.
- b) Specifying the behaviour for which the warning is being given.
- c) Signals to the official bench that a warning has been given.
 - May also state any action that will follow if the behaviour does not change.

Suspension

The umpire will suspend a player following a warning for foul play if the player continues to infringe the Rules. In the case of dangerous play or misconduct, a player may be suspended without an official warning if the umpire considers this action is justified.

- The umpire advises the player of the suspension and signals to the official bench that the player has been suspended.
- A player who is suspended must immediately leave the court.
- While off the court the player is seated at the umpires' bench under the supervision of the reserve umpire.
- No substitute is permitted and the suspended player's position is left vacant unless this player is the Centre. In this case one player must move to play as Centre during the suspension.
- The suspension period of 2 minutes playing time begins when play restarts. Once the suspension period has been completed, the player is able to return to the court at the next break in play (after a goal is scored, during a stoppage or interval, when a sanction is awarded, a throw in or toss up taken).
- The suspended player returns to the original playing position and any player who moved to play as Centre during the suspension returns to the previous playing position.
- A suspended player may join the team during any interval that occurs during the suspension but must return to the umpires' bench when play resumes.

Ordering off

The umpire may order a player off the court for serious misconduct or continued foul play. While this will normally follow, a suspension or warning this is not a prerequisite if the umpire considers such action is justified.

- The umpire advises the player of the ordering off and signals to the official bench that the player has been ordered off.
- The player reports to the appropriate team officials on the team bench and takes no further part in the match.
- No substitute is permitted and the player's position is left vacant for the remainder of the match. In the event that this player is the Centre, one player must move to play as Centre and the position of this player is left vacant for the remainder of the match.

FOUL PLAY

Foul play is anything a player does within the field of play that is contrary to the letter and spirit of the rules of the game or does not meet accepted standards of good sportsmanship. It includes unfair play, dangerous play and misconduct.

Unfair Play

A player must not play unfairly. This includes delaying play, intentional infringing (including when the ball is not in play), persistent infringing, intimidation or retaliation.

i) Delaying play

A player may not intentionally waste time or delay play.

Sanction: *Penalty pass that is advanced (unless the non-infringing team is disadvantaged) and the player is cautioned.*

1. The sanction may be advanced up to half a third (this may be to inside the goal circle if the infringement is in the goal third).
2. The infringer stands out of play at the new position. If this is in an offside area the infringer moves to the edge of this area.

ii) Intentional infringing

A player must not intentionally infringe any rules.

Sanction: *Penalty pass and the player is cautioned. If the player continues to infringe either a warning will be given or, if considered appropriate, the umpire will suspend the player*

iii) Infringements when the ball is not in play

A player must not infringe when the ball is not in play. This includes:

- a) Between the ball going out of court and a throw in being taken.
- b) Between the awarding and the taking of a sanction or a toss up.
- c) Between the scoring of a goal and the taking of a centre pass.
- d) During a stoppage.

Sanction: *Free pass (for minor infringement) or penalty pass (for major infringement). If the action is considered appropriate, the player is cautioned*

1. For (a) and (b) the infringement is penalized immediately
2. For (c) and (d) the whistle is blown to start play then the infringement is penalized

iv) Persistent infringing

A player must not persist in repeatedly infringing a rule or combination of rules.

Sanction: *Penalty pass and the player is cautioned. If the player continues to infringe either a warning will be given or, if considered appropriate, the umpire will suspend the player.*

v) Intimidation

A player, either with or without the ball, may not intimidate an opponent by using intentional behavior (including verbal comments) designed to distract.

Sanction: *Penalty pass and the player is cautioned*

vi) Retaliation

A player must not retaliate even if an opponent infringes the Rules.

Sanction: *Penalty pass and the player is cautioned. If the action is considered to be serious the player is given a warning or suspended*

vii) Dangerous Play

A player may not take any action, either deliberate or accidental, that could affect the safety of another player. Such actions may include but are not limited to:

- Punching, kicking or striking a player with any part of the body.
- Tripping or pushing a player.
- Causing a player in the air to fall by moving into the path of that player.

Sanction: *Penalty pass*

1. Accidental action: the umpire will issue a warning or suspend the player
2. Deliberate action: the umpire will suspend the player or, in a serious case, order the player off

Viii) Misconduct

Misconduct is any behaviour that is contrary to accepted standards of good sportsmanship.

ix) Dissent with an umpire

A player may not dispute a ruling given by an umpire or direct any offensive, insulting or abusive language and/or gestures at an umpire. If an umpire's call is not clearly heard a player may ask the umpire to repeat the infringement penalized or seek clarification of where a sanction is to be taken.

Sanction: *Penalty pass and the player is either cautioned or given a warning.*

In a serious case the umpire will suspend the player

X) Actions contrary to good sportsmanship

A player must not act in a manner contrary to accepted standards of good sportsmanship.

Sanction: *Penalty pass and the player is either given a warning or suspended.*

In a serious case the umpire will order the player off

Xi) Continued misconduct

A player who has been suspended in a match must not continue to infringe the Rules.

Action: *The player is ordered off*

DISCIPLINE OF TEAM OFFICIALS AND BENCH PLAYERS

During play team officials and bench players must remain at the team bench, except that bench players may leave the team bench for a valid reason (such as to warm up).

- During a match team officials and bench players may not:
 - a) Criticize the umpires or their decisions.
 - b) Use offensive, insulting or abusive language and/or gestures.
 - c) Use excessive noise or interruption.
 - d) Encourage foul play by on-court players.
- Umpire may either hold time or notify the person/s concerned regarding such behaviour.

The following progression of actions will normally be used:

- a) Caution
 - b) Warning
 - c) Order the person's removal from the playing enclosure.
- A warning may, if appropriate, be advised as applying to all team officials and bench players of the team concerned.

Sanction: *Free pass taken where the ball was when play stopped*

6.7 End unit assessment

Teacher divides students into groups of five including two umpires, reserve umpire, scorer and timekeeper. After dividing students into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining student teachers to form two teams of seven players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Observe how techniques and tactics learned are being used.
- Records their performance in order to give them feedback at the end of the exercise.

6.8 Additional activities

6.8.1 Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques and tactics of playing of netball game by respecting official rules of the game.

6.8.2 Consolidation activities

Encourage students to participate in competitions between small groups and choose their own officials to lead the matches. Request officials to record match results.

6.8.3 Extended activities

Organize netball competition between classes for forming school teams and let students officiate the matches. Encourage students to officiate interclasses and friendly matches. Request students to read updated rules of the game of netball game.

Key unit competence: Perform goal ball techniques and tactics in the game situation adhering to the rules of the game

7.1 Prerequisite (knowledge, skills, attitudes and values)

Student of Senior Six will apply and interpret rules of the game of goal ball game in the game situation if they have developed basic techniques and tactics abilities in goal ball learnt in Senior Four and Senior Five.

7.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide goal ball activities that engage both girls and boys equally in exploiting 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 goal ball 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 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 cases of 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 in which they use by cleaning playground and courts after the lesson.

- **Peace and values education**

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the 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 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 students how 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.

7.3 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, asks questions related to rules of the game of playing goal ball in order to help them to predict what to be learned in the whole unit.

7.4 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on goal ball techniques and tactics in the game situation	To overview and perform techniques and tactics goal ball	1
2	Rules of the game	Explain and interpret rules of the game of goal ball adhering to official rules	1
3	Goal ball game situation	Play goal ball game adhering to official rules of the game	1
4	End unit assessment	To evaluate teachers performance.	1

Lesson 1: Recall on goal ball techniques and tactics in the game situation

a) Learning objective

Reviewing techniques and tactics of goal ball learned in year S4 and S5 in order to prepare the good understanding of two last lesson of S6.

b) Teaching resources

- Balls - Stopwatch/Watch
- Playground - Cones
- Whistle - Chasubles
- Goal posts used in goal ball game.

c) Prerequisites/Revision/Introduction

Students of S6 will perform better in game situation related to recall goal ball techniques and tactics if they have developed techniques and tactics exercises learnt in S4 and S5.

d) Learning activities

Opening discussions

- Ask questions about techniques and tactics of goal ball learned in S4 and S5.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up exercises and cool down description

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while in game performance stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body

Activity 1

In pairs, one student tries to score by hitting the wall behind the opposite defending student teacher.

Variation

- Let students practise the same exercises in team of 2 vs 2, 3vs 3.
- Let student play a normal game by using teams of threepersons.

Activity 1

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 student 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



Fig 7.1: Student ready to throw the ball

Closing discussion

Reflect

- Which challenges/benefits did you face during performing tactical
- exercises of handling and throwing the ball in different positions in Goal ball?

Connect

- What are conditions do you need to perform tactical exercises of handling and throwing the ball in Goal ball?

Apply

- What is the usefulness of applying tactics in Goal ball?

Lesson 2: Rules of the game

a) Learning objective

Play goal ball game adhering to official rules of the game

b) Teaching resources

- Balls - Stopwatch/watch
- Playground - Cones
- Whistle - Chasubles/bibs
- Hard/soft copy of goal ball game rules.
- Projector, computer and videos related to goal ball refereeing.

c) Prerequisites/Revision/Introduction

Student of S6 will learn better rules of goal ball game if they have developed techniques and tactics of playing goal ball game.

d) Learning activities

- Put student into seven groups and distribute to them the following questions based on group numbers and let them discuss given questions into their respective groups. Distribute rules of the game for each group based on questions given to facilitate student to get resources (if possible, you may use smart classroom and let them use soft copy of rules of the game of goal ball).

Groups	Questions
1	Describe the situation before the game in goal ball game.
2	Explain concerned items during the game in goal ball game.
3	Justify the different types of infractions in goal ball game/.
4	Explain the team penalties in goal ball game in the goal ball game.
5	Discuss different personal penalties in the goal ball game.
6	Outline the officials' authority and abuse of officials in the goal ball game.
7	Discuss the end of the game in the goal ball game.

- Pass through groups and help them where is necessary. Request student teachers to choose a secretary to record findings and group representative who will present their findings.
- Request group representative to present their findings and group members may support where is necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating sitting volleyball.

Lesson 3: Goal ball game situation

a) Learning objective

Play goal ball game adhering to official rules of the game

b) Teaching resources

- Balls - Stopwatch/watch
- Playground - Cones
- Whistle - Chasubles
- Goal posts for goal ball game

c) Prerequisites/Revision/Introduction

Student teachers of S6 will perform better goal ball game situation if they have learned rules of the game of goal ball and developed basic techniques and tactics of playing goal ball learned in year S4 and S5.

d) Learning activities

Opening discussions

- Ask questions about rules of the game of goal ball.
- Let student teachers present their findings.
- Invite student teachers to start warm up exercises.

Warm up exercises and cool down description

- Let student teachers perform general warm up exercises and specific warm up based on the most body's parts to be used while in game performance stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body

Game situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B → C will act as officials by providing: officials, other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

2nd match B vs C → A will act as officials by providing: officials, other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

3rd match A vs C → B will act as officials by providing: officials, other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time for playing for each match: 6minutes
- The winner is the team, which will gain many points in those three matches.
- Choose one student to lead cool down and invite them to start after game situation discussion.
- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.

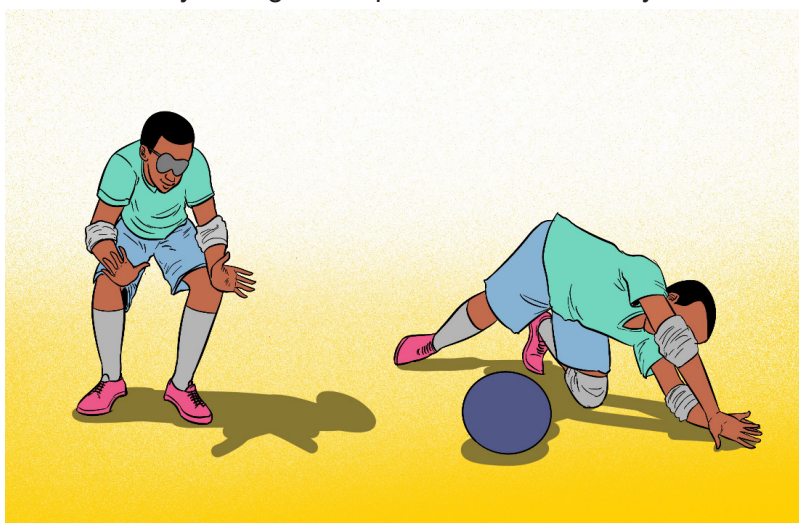


Fig 7.2: Student teachers blocking the ball during the game

7.6 Summary of the unit

This unit comprises the reviewing techniques and tactics of goal ball in game situation. It describes the rules of the game of goal ball. It provides time for playing games adhering to goal ball rules and helping student teachers to develop their knowledge and competences in goal ball.

7.6 Additional Information for teachers

- **Court**
- **The dimensions**

The court will be a rectangle 18.0 m long by 9.0m wide. Measurements are to the outside edges. Nothing except the court markings will be allowed as markings on the court.

- **Team Bench Area**

Each team will have a team bench area, which will be positioned on either side of the officials' table, a minimum of 3.0m from the court's side line.

The goals will extend across each end of the court. The internal measurements will be 9.0m across and 1.3 m high and at least 0.5m deep (measured from the front of the crossbar to the closest rear part of the goal).

- **Ball**

The ball will conform to the following specifications:

- Diameter: 24-25 cm.
- Circumference: 75.5 cm-78.5 cm.
- Weight: 1.250 g.
- Sound holes: Four holes in upper hemisphere staggered from four holes in lower hemisphere.
- Bells: 2 pieces
- Elastomer: Natural Rubber (NR).
- Colour: blue

- **Uniforms**

All players must wear a team jersey.

- **Competition Categories and Classification**

Competition will be divided into two categories, male and female.

- **Team Composition**

At the beginning of every game, each team will consist of three (3) players on court

with a maximum of three (3) substitutes. A team will be forced to forfeit the game if they cannot start that game with three (3) players on court. In addition, each team may have up to three escorts on the bench during the game. The total number of individuals allowed in the team bench areas must be not more than nine, including the three starting players. Failure to comply with this will result in a team penalty delay of game.

- **Officials**

Each game will have 2 officials, 4 goal judges, 1 scorer, 1 timer, 2 ten second timers and 1 back-up timer.

- **Length of the Game**

A game will be a total of 24 minutes divided into 2 halves of 12 minutes each. There will be at least 5 minutes between the end of a game and the start of the next game. An audible signal will be given 5 minutes before the start of the game. There will also be a second audible signal 90 seconds before the start of each half. Players who are going to start any half must be on court, facing their own goal and ready for eyeshade check by the officials, 90 seconds before the start of each half. Failure to comply will result in a Team or Personal Penalty for Delay of Game.

- **Scoring**

At any time where the game clock is running and the ball is in play and completely crosses a goal line, a goal is scored. The referee will whistle two times and announce the goal. The game clock will stop on the referee's first whistle. A goal cannot be scored by an official passing the ball into play.

- **Team Time-Out**

Each team will be allowed four (4) time-outs of 45 seconds during the game. At least one of these time-outs must be taken during the first half or this time-out will be lost. Once one of the teams has called a time-out both teams may use the time-out. Each team will be allowed one time-out during the entire overtime. All time-outs not used at the end of regulation time will be lost.

- **Official's Time-Out**

A referee may call an official's time-out at any time. If a referee has whistled for an official's time-out as the result of the actions of the team in possession of the ball, the ball will be controlled by the goal judge. At the end of the official's time-out, the goal judge will drop the ball 1.5 meters in front of the goal post.

- **Medical Time-Out**

Medical time-out is a maximum of forty-five (45) seconds. In the event of an injury or illness a referee may call a "medical time-out". The referee will consult and determine whether the player is able to continue to play at the conclusion of forty-five (45) seconds.

- **Blood Rule**

If a player receives an injury where blood is observed by the referee, a medical time-out will be called. The player will be removed from the court and may not return to the court until bleeding has stopped, the wound is covered, and if necessary, the uniform changed. If the bleeding has not stopped, the wound is not covered and the uniform has not been changed within the medical time out period, a medical substitution is required.

- **Team Substitution**

Each team will be allowed four (4) substitutions during a game. At least one substitution must be taken during the first half of the game or this substitution will be lost.

- **Medical Substitution**

A medical substitution will not count as one of the four (4) substitutions allowed during regulation time or the one (1) substitution allowed during overtime.

- **Premature Throw**

A Premature Throw occurs if a player throws the ball before the referee has given the “play” command.

- **Ball Over**

If a ball is blocked by a defending player and the ball rebounds; (a) over the centre line or (b) over the sideline in the neutral area, the referee will whistle and call “ball over”. The ball will then be dropped back into play and to the opposing Team Area from which it was blocked out. The referee will then call “quiet please” and blow their whistle and say “play”.

- **Short Ball**

Any time a thrown ball stays on the court but forward motion of the ball stops before the defending team’s Team Area, the player who threw the ball will receive a short ball penalty.

- **High Ball**

If the ball does not touch the court at least once on or before the High Ball (6 meter) Line at the front of the thrower’s Team Area when the ball is released from the thrower’s hand, the thrower will receive a high ball penalty.

- **Long Ball**

Not with standing the rule in paragraph 24, during the throw, the ball must also touch the floor at least once in the Neutral Area or the thrower will receive a long ball penalty.

- **Eyeshades**

During the game, any player on the court who intentionally touches their eyeshades or the eyeshades of any other player without the referee’s permission will receive an

eyeshades penalty. A player removed from the court during a penalty situation may not touch their eyeshades or they will receive an eyeshades penalty.

- **Illegal Defense**

The first defensive contact with the ball must be made by a player who has at least any part of their body in the Team Area (Orientation and Landing Areas). When a defending player has committed an illegal defence, play will be allowed to continue until the ball is controlled, blocked out or scores. If the goal is scored, the penalty will not be called.

- **Personal Delay of Game**

Players must be prepared to play at the start of any half, on the referee's command. Players must not be re-orientated by anyone other than an on- court team member unless they are being assisted by the referee or goal judge after a penalty situation.

- **Personal Unsportsmanlike Conduct**

If the referee determines that a player is not behaving in a sportsmanlike manner, the player will be given a personal unsportsmanlike conduct penalty. Any personal unsportsmanlike penalty received by a single player during a game may result in ejection from that game. Any player ejected from a game as the result of an unsportsmanlike conduct penalty will receive an automatic suspension from their next game in the same tournament. Any further unsportsmanlike conduct may result in ejection from the venue or tournament.

- **Ten Seconds**

A team has 10 seconds to ensure the ball crosses the court center line or side line from their first defensive contact with the ball.

- **Team unsportsmanlike Conduct**

Any violation of warm-up protocol. All members of the team and its delegation that are present at the game must behave in a sportsmanlike manner. Any further unsportsmanlike conduct may result in elimination from the game or the premises and/or further participation in the tournament if a referee feels the situation deserves it. The referee has to report the incident to the Technical Delegate for further decision. If the Technical Delegate feels it is necessary, a team may be ejected from further games in the tournament.

- **Illegal coaching**

The illegal coaching penalty may be called by either referee or can be drawn to the officials' attention by either ten second timer. If called by the latter, ten second timer will signal to the referee by using the sound used to indicate a ten second penalty. The table referee will check the details of the illegal coaching penalty with the ten second timer before confirming the penalty has been made and taking the appropriate action.

- **Noise**

Any unnecessary noise made by any member of the throwing team during the act of throwing until the ball touches the defensive team, will be penalized.

- **Overtime**

If a winner is needed in the case of a tied score at the end of regulation play, the teams will play two (2) additional three (3) minute halves if needed. There will be a three (3) minute break between the end of regulation time and the first overtime half. During this time, there will be a coin toss to determine which team throws and defends and which end the teams will start play.

- **Extra Throws**

If the score is still tied at the end of overtime, extra throws will decide the winner. The rules of the game apply to all extra throws. When the winner of a game needs to be determined, the coach will be provided with a line up sheet for extra throws at the coin toss before the game. The line-up sheet must include all players on the information score sheet.

- **Sudden Death Extra Throws**

If the score is still tied at the end of extra throws, sudden death extra throws will decide the winner. The rules of the game apply to all sudden death extra throws.

Signing the Score Sheet and Protest Procedures

Immediately after the game a coach of each team, both officials and the scorer will sign the score sheet at the table. If a coach does not sign the score sheet immediately after the end of the game, the coach cannot protest the results of that game.

- **Officials' Authority**

In all matters of safety, the referee will make the rules, procedures and play, the final decision. If there is a dispute between a team and an official, only the head coach may speak to the referee. The discussion will only occur at an official break in play and only after the referee has acknowledged the request of the coach.

7.7 End unit assessment

Teacher divide student teachers into groups of eleven including 2 officials, 4 goal judges, 1 scorer, 1 timer, 2 ten second timers and 1 back-up timer. After dividing student teachers into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining student teachers to form two teams of three players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Observe how techniques and tactics learned are being used.
- Records their performance in order to give them feedback at the end of the exercise.

7.8 Additional activities

7.8.1 Remedial activities

Distribute balls to student teachers for regular familiarization with the ball focusing on techniques of playing goal ball.

7.8.2 Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches.

7.8.3 Extended activities

Organize goal ball competition between classes for forming school teams let student teachers officiate interclasses and friendly matches. Encourage student teachers to exploit regularly updated rules of the game of goal ball.

Key unit competence: Perform sitting volleyball techniques and tactics in the game situation adhering to official rules of the game

8.1 Prerequisite (knowledge, skills, attitudes and values)

Student teachers will learn better rules of the game of sitting volleyball applied through the game situation if they have developed techniques and tactics of playing sitting volleyball learned in S4 and S5.

8.2 Cross-cutting issues to be addressed

- **Gender**

In teaching and learning process, the teacher must prepare and provide sitting volleyball 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 student teachers. This creates a positive attitude and helps all student teachers 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 student teachers to make their own materials that can help them to develop competences not only in sitting volleyball 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 student teachers 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 accidents.

- **Environment and sustainability**

The teacher should provide materials and deliver the lesson by encouraging student teachers to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use during sports activities by cleaning playground and courts.

- **Peace and values education**

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

- **Comprehensive sexuality education**

The teacher provides sitting volleyball exercise 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 sitting volleyball exercises a teacher should take a time to explain student teachers how 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.

8.3 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 rules of sitting volleyball in order to help them to predict what to be learned in the whole unit.

8.4List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Recall on sitting volleyball techniques and tactics in the game situation	Review and perform learned techniques and tactics of playing sitting volley ball	1
2	Rules of the game	Explain and interpret rules of the game of sitting volley ball	1
3	Sitting volleyball game situation	Playing sitting volleyball game adhering to official rules of the game	1
4	End unit assessment	To evaluate student teacher's performance	1

Lesson 1: Recall on techniques and tactics of playing sitting volleyball in the game situation

a) Learning objective

To perform learned techniques and tactics used in sitting volleyball

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Student teachers of S6 will learn better the lesson of recalling techniques and tactics used in sitting volleyball, if they have performed better basic techniques and tactics of playing sitting volleyball learned in S4 and S5.

d) Learning activities

Opening discussions

- Let student teachers brainstorm different techniques and tactics learned in S4 and S5.
- Let student teachers present their findings and support them where is necessary for complement.
- Introduce the topic of the day 'recall of techniques and tactics of playing sitting volleyball'.
- Invite student teachers to start warm up session.

Warm up exercises and cool down description

- Randomly request one student to lead warm up.
- Student teachers perform general and specific warm up.
- Let them perform stretching by stretching the whole body and insist on the body's part, which will be used more in different activities.

e) Lesson body

Task/Activity 1

Put student teachers in two teams. Let one group be at the service line. Give balls to each group. Tell student teachers to perform different services while sitting down. After performing five services for each one, request three student teachers for each group to enter in the court and be positioned in front area. Let one of the remaining students who are on the service line perform a service and those who are in the court make reception; play a normal game by using three hits then send the ball to the opponent then opponents make three hits send back the ball over the net; the exercise continue this way until the ball goes out or another foul occurs. After five minutes let other three players for each team enter onto the court, now each group has six players. One of the remaining players make a service, players who are in the court play a normal game until the ball goes out or any foul occurs. Change players' roles, those who are in the court replace those who are making services verse versa.

Task/Activity 2

Form two groups of 6 to 12 players in order to teach proper techniques and tactics used in playing sitting volleyball. Request student teachers to choose positions in which they will play in when they enter in the court. Tell them that all student teachers they should participate in game situation as player or substitute.

Description of the activity

First six student teachers for each group enter into the court and start playing a normal game. Student teachers are requested to use all learned techniques and tactics in order to win. Let two groups play 10 min, the winning team, is the team, which will gain many points within 10 minutes. After 10 minutes, winning team will play to the next group. Remind group to make substitution in order to let all group members to participate in the play.

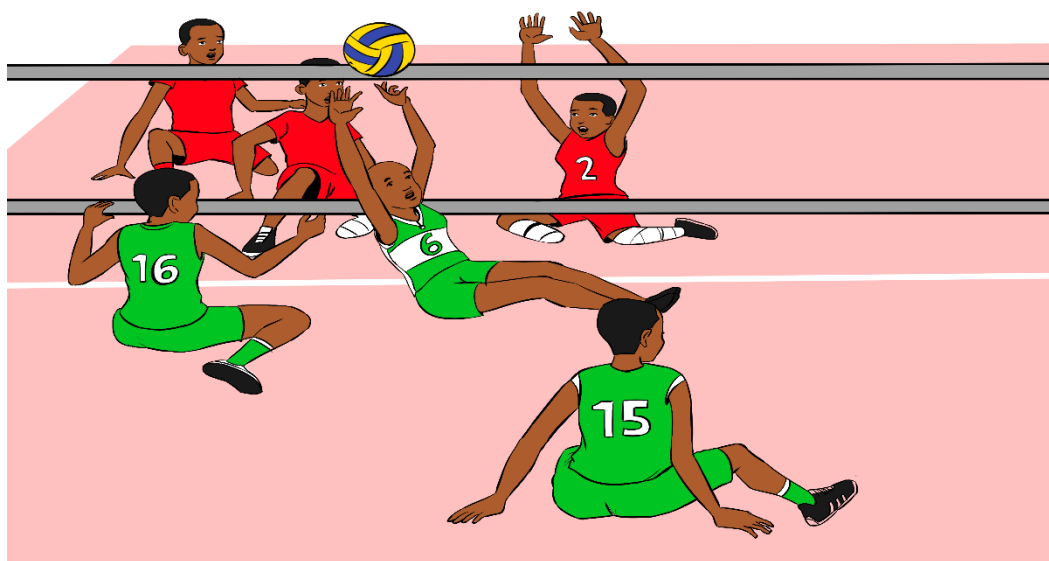


Fig 8.1: Setting in sitting volleyball

Cool down exercises

- Let student teachers 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 were the most challenging/benefits when performing set activities in sitting volleyball?

Connect

- How do you set/smash the ball in a sitting volleyball?
- How do you attack the ball in sitting volleyball?
- Which techniques and tactics do you need in order to play sitting volleyball?

Apply

- How will you use learned techniques and tactics in sitting volleyball in your daily life?

Lesson 2: Rules of the game

a) Learning objective

To use rules of the game of sitting volleyball ball in a given situation game

b) Teaching resources

Balls for sitting volleyball game, whistles, cards (red card and yellow card) used in refereeing, flags used by line judges, projector, computer, soft copy and hard copy for sitting volleyball rules, smart classroom.

c) Prerequisites/Revision/Introduction

Student teachers of S6 will learn better official rules of the game of sitting volleyball, if they have performed better basic techniques of sitting volleyball learned in S4 and tactics of playing sitting volleyball learned in S5.

d) Learning activities

Put student teachers into six groups and distribute to them the questions based on group numbers and let them discuss given questions into their respective groups. Distribute rules of the game for each group based on questions given to facilitate student teachers to get resources (if possible, you may use smart classroom and let them use soft copy of sitting volleyball rules).

Groups	Questions
1	Discuss the playing area, net and posts, balls and teams in sitting volleyball.
2	Discuss about team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball
3	Discuss about the states of play, playing the ball, ball at the net and player at the net in sitting volleyball game.
4	Discuss about the service, attack hit, block and regular game interruptions in sitting volleyball game.

5	Explain the game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball game.
6	Discuss the requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials.

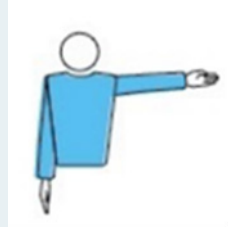
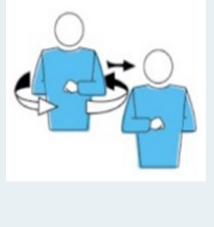
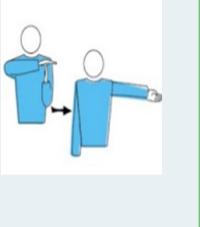
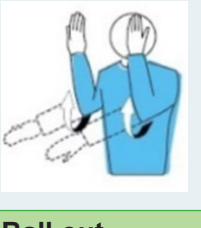
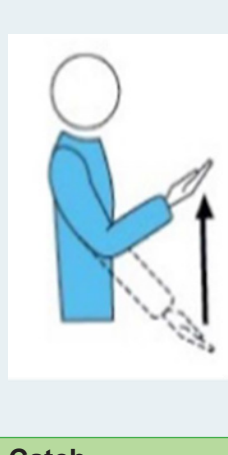
Pass through groups and help them where necessary. Request student teachers to choose a secretary to record findings and group representative who will present their findings.

- Request group representative to present their findings and group members may support where necessary.
- After presentation of all groups, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating sitting volleyball.

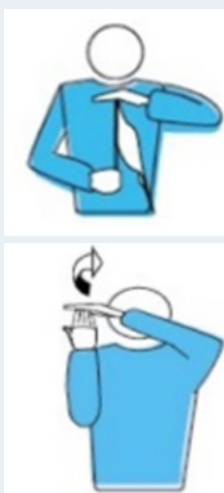
Application activity

Let student teachers show different hand signals used in sitting volleyball game and interpret their meaning.

Signs used in officiating sitting volleyball

Sign				
Meaning	Authorization to serve	Team to serve	Change of court	Time out
Sign	 			
Meaning	Ball out	Catch	Double contact	Four hits

Sign				
Meaning	Substitution	Net touched by player or served ball fails to pass to the opponent through crossing space	Misconduct warning	Reaching beyond the net
Sign				
Meaning	Misconduct penalty	Attack hit fault	Expulsion	Penetration into the opponent court or ball crossing the lower space or the server touches the court (end line) with his/ her buttocks or the player sits outside his/ her court at the moment of the service hit.

Sign				
Meaning	Disqualification	End of set or match	Double fault and replay	Ball touched
Sign				
Meaning	Ball not tossed or released at the service hit.	Delay warning/delay penalty	Delay in service	Lifting
Sign				
Meaning	Blocking fault or screening	Judgement impossible	Positional or rotational fault	Crossing space faults, ball touched an outside object, or foot fault by any player during service

Sign		
Meaning	Ball in	

Lesson 3: Sitting volleyball game situation

a) Learning objective

Playing sitting volleyball game adhering to official rules of the game

b) Teaching resources

Hall floor or volleyball court with synthetic floor, balls, whistles, net and posts, protective equipment, watch, cards (red card and yellow card) used in refereeing, flags used by line judges, printed sitting volleyball rules.

c) Prerequisites/Revision/Introduction

Student teachers of S6 will learn better recalling on techniques and tactics used in playing sitting volleyball, if they have performed better basic techniques and tactics of sitting volleyball learned in year S4 and S5.

d) Learning activities

Opening discussions

- Brainstorm about basic sitting volleyball rules learned in the previous years (insist on court of sitting volleyball, number of players, ball etc.).
- Let student teachers answer asked questions.
- Support them by clarifying their answers where is necessary and add information where is needed.
- Introduce the topic of the day and invite student teachers to start the warm up session.

Warm up exercises and cool down exercise

- Randomly request one student to lead warm up.
- Student teachers perform general and specific warm up.

- Let them perform stretching by stretching the whole body and insist on the body's part, which will be used more in different activities.

e) Lesson body

Game situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B  C will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges. Other remaining players will record fouls, misconduct happened, and how officials have been reacted for those fouls and misconducts.

2nd match B vs C  A will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges.

Other remaining players will record fouls, misconduct happened, and how officials have been reacted for those fouls and misconducts.

3rd match A vs C  B will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges. Other remaining players will record fouls, misconduct happened, and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time for playing for each match: 6minutes
- The winner is the team, which will gain many points in those three matches.
- Choose one student to lead cool down and invite them to start after game situation discussion.
- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.

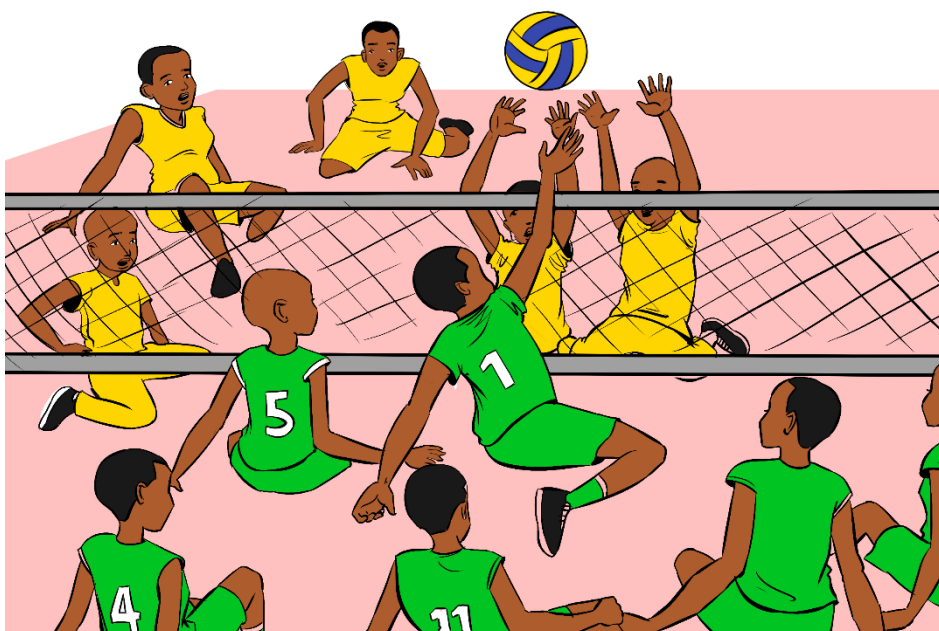


Fig 8.2: Students playing sitting volleyball

8.5 Summary of the unit

In this unit, student teachers perform exercises for recalling techniques and tactics of sitting volleyball. They have also learned rules of sitting volleyball game and how to apply them during the game. Those rules are summarized as the following:

- **Playing area:** dimensions, playing surface, line of the court, zones and areas, temperature and lighting.
- **Net and posts:** height of the net, structure of the net, side bands, antennae, posts and additional equipment.
- **Balls:** standards balls, uniformity of balls, five-ball system.
- **Teams:** team composition, location of the team, equipment, changes of equipment, forbidden objects.
- **Team leaders:** captain, coach, assistant coach.
- Scoring a point, winning a set and winning the match.
- Default and incomplete team.
- **Structure of the play:** the toss, official warm up session, team starting line-up, positions, positional fault, rotation and rotational fault.
- **States of play:** ball in play and out of play, ball in and out.
- **Playing the ball:** team hits, characteristics of the hit, faults in playing the ball, contact with the court.

- **Ball at the net:** Ball crossing the net, ball touching the net, ball in the net.
- **Player at the net:** reaching beyond the net, penetration under the net, contact with the net, player's faults at the net.
- **Service:** first service in a set, service order, authorization of the service, execution of the service, screening, service faults and positional faults.
- **Attack hit:** characteristics of attack hit, restrictions of the attack hit, and faults of the attack hit.
- **Block:** blocking, block contact, blocking within the opponent's space. Block and team hits, blocking the service, blocking faults.
- **Regular game interruptions:** number of regular interruptions, sequence of regular game interruptions, requests for regular game interruptions, time-outs and technical time-outs, substitution (limitation, exceptional substitution, substitution for expulsion or disqualification, illegal substitution, substitution procedure and improper requests).
- **Game delays:** types of game delay and their sanctions.
- **Exceptional game interruptions:** injury/illness, external interference, prolonged interruptions.
- Intervals and changes of courts: intervals, change of courts,
- The libero players: designation of the libero, equipment, actions involving the libero, re-designation of a new libero.
- **Requirements of conduct:** sportsmanlike conduct, fair play.
- **Misconduct and its sanctions:** minor misconduct, misconduct leading to sanctions, sanction scale, application of misconduct sanctions, misconduct before and between sets and sanction cards.
- **Officiating corps and procedures:** composition, procedures, first referee (location, authority and responsibilities), second referee (location, authority and responsibilities), scorer (location and responsibilities), assistant scorer (location and responsibilities), and line judges (location and responsibilities).
- **Official signals:** referee's hand signals, line judges' hand signals.

Student teachers have given time to put in practice by officiating sitting volleyball games situations.

8.6 Additional Information for teachers

- **Playing area and the ball**

The playing court is a rectangle measuring 10 x 6 m, surrounded by a free zone, which is a minimum of 3 m wide on all sides. The free playing space is the space above the playing area, which is free from any obstructions. The free playing space shall measure a minimum of 7 m in height from the playing surface. For World Para

Volley World and Official Competitions, as well as Zonal Championships, the free zone shall measure a minimum of 4 m from the sidelines and 6 m from the end lines. The free playing space shall measure a minimum of 10 m in height from the playing surface. Surface areas, nets, posts, and lines of the court should respect an official rule of the game for sitting volleyball (from Synthetic leather material and colour combinations of balls used in World Para Volley World and Official Competitions, as well as Zonal Championships, must comply with World Para Volley standards. Its circumference is 65–67 cm and its weight is 260–280 g.

- **Team composition and equipment**

A team may consist of a maximum of 12 players Internationally classified with a 'Confirmed' sport class status or a 'Review' sport class status, including a maximum two players classified as of "minimal impairment" (*MD/VS2), one coach, a maximum of two assistant coaches, one team therapist and one medical doctor. Only the players recorded on the score sheet may enter the court and play in the match. Once the coach and the team captain have signed the score sheet (team list for electronic score sheet) the recorded players cannot be changed. See about location on the team. A player's equipment consists of a jersey, shorts or long pants, socks (the uniform) and sport shoes. Players may play without shoes. It is forbidden to wear objects, which may cause injury, or give an unfair artificial advantage to the player. Bandages may be worn, but not anything that may be dangerous is permitted.

- **Playing format**

A team scores a point:

- By successfully grounding the ball on the opponent's playing court;
- When the opposing team commits a fault;
- When the opposing team receives a penalty.

A team commits a fault by making a playing action contrary to the Rules (or by violating them in some other way). The officials judge the faults and determine the consequences according to the Rules. If two or more faults are committed successively, only the first one is counted, if opponents commit two or more faults simultaneously, a double fault is called and the rally is replayed.

A rally is the sequence of playing actions from the moment of them service hit by the server until the ball is out of play. A completed rally is a sequence of playing actions, which result in the award of a point. This includes:

- The award of a penalty.
- Loss of service for service hit made after the time limit.

If the serving team wins a rally, it scores a point and continues to Serve. If the receiving team wins a rally, it scores a point and it must serve next.

To win the set	To win the match	Default and incomplete team
A set (except the deciding, 5th set) is won by the team which first scores 25 points with a minimum lead of two points. In the case of a 24–24 tie, play is continued until a two-point lead is achieved (26–24; 27–25; ...).	The team that wins three sets wins the match. In the case of a 2–2 tie, the deciding set (the 5th) is played to 15 points with a minimum lead of 2 points.	If a team refuses to play after being summoned to do so, it is declared in default and forfeits the match with the result 0–3 for the match and 0–25 for each set. A team that, without justifiable reason, does not appear on the playing court on time is declared in default with the same result. A team that is declared incomplete for the set or for the match loses the set or the match. The opposing team is given the points, or the points and the sets, needed to win the set or the match. The incomplete team keeps its points and sets.

At the moment the ball is hit by the server, each team must be positioned within its own court in the rotational order (except the server). The positions of the players are numbered as follows: the three players along the net are front-row players and occupy positions 4 (front-left), 3 (front-centre) and 2 (front-right); the other three are back-row players occupying positions 5 (back left), 6 (back-centre) and 1 (back-right).

The team commits a positional fault if any player is not in his/her correct position at the moment the ball is hit by the server. When a player is on court through illegal substitution, and play restarts, this is counted as a positional fault with the consequences of an illegal substitution. A rotational fault is committed when the service is not made according to the rotational order.

- **Playing actions**

The ball is in play from the moment of the hit of the service authorised by the first referee. The ball is out of play at the moment of the fault that is whistled by one of the officials: in the absence of a fault, at the moment of the whistle. The ball is “in” if at any moment of its contact with the floor, some part of the ball touches the court, including the boundary lines. The ball is “out” when:

- All parts of the ball, which contact the floor, are completely outside the boundary lines; it touches an object outside the court, the ceiling or a person out of play; it touches the antennae, ropes, posts or the net itself outside the side bands.

- Either it crosses the vertical plane of the net partially or totally, outside the crossing space, it crosses completely the lower space under the net.

A hit is any contact with the ball by a player in play. The team is entitled to a maximum of three hits (in addition to blocking), for returning the ball. If more are used, the team commits the fault of “four hits”.

Faults in playing the ball

- **Four hits:** a team hits the ball four times before returning it.
- **Assisted hit:** a player takes support from a teammate or any structure/ object in order to hit the ball within the playing area.
- **Catch:** the ball is caught and/or thrown; it does not rebound from the hit.
- **Double contact:** a player hits the ball twice in succession or the ball contacts various parts of his/her body in succession.
- **Lifting:** the part of the player’s body between the buttocks and the shoulders loses contact with the court during a playing action.

Player’s faults at the net

A player touches the ball or an opponent in the opponent’s space before or during the opponent’s attack hit. A player interferes with the opponent’s play while penetrating into the opponent’s space under the net. A player penetrates into the opponent’s court interfering with the opponent’s play. A player interferes with the opponent’s play by (amongst others):

- Touching the top band of the net between the antennae or the antenna itself during his/her action of playing the ball or attempting to play the ball.
- Using the net between the antennae as a support or stabilising aid simultaneously with playing the ball.
- Creating an advantage over the opponent.
- Making actions, which hinder an opponent’s legitimate attempt to play the ball.
- Catching/holding on to the net.

Service order

The players must follow the service order recorded on the line-up sheet. After the first service in a set, the player to serve is determined as follows: when the serving team wins the rally, the player (or his/her substitute) who served before, serves again; when the receiving team wins the rally, it gains the right to serve and rotates before actually serving. The player who moves from the front-right position to the back-right position will serve.

Faults made during the service

- Violates the service order.
- Does not execute the service properly.
- Lifts his/her buttocks.

Faults after the service hit

After the ball has been correctly hit, the service becomes a fault (unless a player is out of position) if the ball: touches a player of the serving team or fails to cross the vertical plane of the net completely through the crossing space; goes “out”; passes over a screen. If the server makes a fault at the moment of the service hit (improper execution, wrong rotational order, etc.) and the opponent is out of position, it is the serving fault, which is sanctioned. Instead, if the execution of the service has been correct, but the service subsequently becomes faulty (goes out, goes over a screen, etc.), the positional fault has taken place first and is sanctioned.

Faults of the attack hit

A player hits the ball within the playing space of the opposing team. A player hits the ball “out”. A back-row player completes an attack hit from the front zone, if at the moment of the hit the ball is entirely higher than the top of the net. A player lifts his/her buttocks at the moment he/she hits the ball. A Libero completes an attack hit if at the moment of the hit the ball is entirely higher than the top of the net. A player completes an attack hit from higher than the top of the net when the ball is coming from an overhand finger pass by a Libero in his/her front zone.

- **Blocking faults**

The blocker touches the ball in the opponent’s space either before or simultaneously with the opponent’s attack hit. A back-row player or a Libero completes a block or participates in a completed block. The blocker lifts his/ her buttocks when he/she is playing the ball or participates in a block. The ball is sent “out” off the block. Blocking the ball in the opponent’s space from outside the antenna. A Libero attempts an individual or collective block.

- **Interruptions, intervals and delays**

For World Para Volley World and Official Competitions, as well as Zonal Championships, in sets 1-4, two additional 60-second “Technical Time-Outs” are applied automatically when the leading team reaches the 8th and 16th points. In the deciding (5th) set, there are no “Technical Time-Outs”; each team may request only two time-outs of 30 seconds duration. An improper action of a team that defers resumption of the game is a delay and includes, among others: delaying regular game interruptions; prolonging interruptions, after having been instructed to resume the game; requesting an illegal substitution; repeating an improper request; delaying the game by a team member.

During this period, the change of courts and line-up registrations of the teams on the score sheet are made. The interval between the second and third sets can be extended up to 10 minutes by the competent body at the request of the organiser. In the deciding set, once a team reaches 8 points, the teams change courts

immediately and the player positions remain the same. If the change is not made once the leading team reaches 8 points, it will take place as soon as the error is noticed. The score at the time that the change is made remains the same.

- **Libero players**

Each team has the right to designate from the list of players up to two specialist defensive players: Libero. All Libero must be recorded on the score sheet before the match only in the special lines reserved for this. The Libero on court is the Acting Libero. If there is another Libero, he/she is the second Libero for the team. Only one Libero may be on court at any time. The Libero player(s) must wear a uniform (or jacket/bib for the redesignated Libero) which has a different dominant colour from any colour of the rest of the team. The uniform must clearly contrast with the rest of the team. The Libero uniforms must be numbered like the rest of the team. If the Libero is expelled or disqualified, the team's second Libero may replace him/her immediately. Should the team have only one Libero, then it has the right to make a re-designation.

- **Minor misconduct**

Minor misconduct offences are not subject to sanctions. It is the first referee's duty to prevent the teams from approaching the sanctioning level. This is done in two stages:

Stage 1: by using a verbal warning through the game captain.

Stage 2: by use of a yellow card to the team member(s) concerned. This formal warning is not in itself a sanction but a symbol that the team member (and by extension the team) has reached the sanctioning level for the match. It is recorded on the score sheet but has no immediate consequences.

Misconduct leading to sanctions

Incorrect conduct by a team member towards officials, opponents, teammates or spectators is classified in three categories according to the seriousness of the offence.

Rude conduct: action contrary to good manners or moral principles. Offensive conduct: defamatory or insulting words or gestures or any action expressing contempt.

Aggression: actual physical attack or aggressive or threatening behaviour.

- **Sanctions scales in sitting volleyball**

Sanction scale	Description	Sanction cards
Penalty	The first rude conduct in the match by any team member is penalised with a point and service to the opponents.	Red card

Expulsion	A team member who is sanctioned by expulsion shall not play for the rest of the set, must be substituted legally and immediately if on court and must remain seated in the penalty area with no other consequences.	Red + Yellow cards jointly
Disqualification	A team member who is sanctioned by disqualification must be substituted legally and immediately if on court and must leave the Competition Control Area for the rest of the match with no other consequences.	Red + Yellow cards separately

• Officiating corps

Type	Location	Authority	Roles and responsibilities
First referee	The first referee carries out his/her functions standing behind the post located at the end of the net on the opposite side to the scorer.	Directs the match from the start until the end. He/she is authorised to overrule the decisions of other members of the officiating corps, if it is noticed that they are mistaken May replace a member of the officiating corps who is not performing his/her functions properly. Controls the work of the ball retrievers, floor wipers and moppers. – Is responsible for determining before and during the match whether the playing area, equipment and the conditions meet playing requirements	Inspects the conditions of the playing area, the balls and other equipment. Performs the toss with the team captains. Controls the teams' warming-up. To issue warnings to the teams. To sanction misconduct and delays. – At the end of the match, he/she checks the score sheet and signs it.

Second referee	Performs his/ her functions standing outside the playing court near the post, on the	He/she may replace the first referee. Controls the work of the scorer(s). Supervises the team members on the team bench and reports their misconduct to the first referee. Authorises the regular game interruptions. Controls game interruptions duration and rejects improper requests.	Checks that the actual positions of the players on the court correspond to those on the line-up sheets. Control and whistle for: Penetration into the opponent's court, and the space under the net. Positional faults of the receiving team. The faulty contact of the player with the net primarily on the blocker's
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Second referee	opposite side from, and facing the first referee.	Controls the number of time-outs and substitutions used by each team, and reports the 2nd time-out and 5th and 6th substitutions to the first referee and the coach concerned. Checks the floor condition, mainly in the front zone. He/ she also checks, during the match, that the balls still fulfil the regulations.	side and with the antenna on his/her side of the court. The completed block by back-row players, or the attempted block by the Libero, or the attack hit fault by back-row players or by the Libero. Lifting faults, especially by the blockers. At the end of the match, he/she checks and signs the score sheet.
Scorer	The scorer performs his/ her functions seated at the scorer's table on the opposite side of the court from and facing the first referee.		Fills in the score sheet according to the Rules, co-operating with the second referee. Uses a buzzer or other sound device to notify irregularities or give signals to the officials based on his/her responsibilities. Registers the data of the match records the starting line-up of each team from the line-up

			sheet controls the serving order of each team and indicates any error to the officials immediately after the service hit; notifies the officials of a request for interruption that is out of order; – Announces to the officials the ends of the sets, and the scoring of the 8th point in the deciding set; records misconduct warnings, sanctions and improper requests; – Controls the interval between sets.
Assistant scorer	The assistant scorer performs his/her functions seated beside the scorer at the scorer's table.		He/she records the replacements involving the Libero. He/she assists with the administrative duties of the scorer's work. May replace the scorer. – Prepares the Libero Control Sheet; starts and ends the timing of Technical Time-outs. – Operates the manual scoreboard on the scorer's table. – If necessary, updates the reserve score sheet and gives it to the scorer.
Line judges	If only two line judges are used, they stand at the corners of the court closest to the right hand of each referee, diagonally at 1 to 2m from the corner.		– Perform their functions by using flags: the ball "in" and "out" whenever the ball lands near their line(s); the touches of "out" balls by the team receiving the ball; any player (except the server) who has at least part of his/her buttocks outside of his/her court at the moment of the service hit.

8.7 End unit assessment

Teacher puts student teachers into groups of five including first referee, second referee, scorer and two line judges. After dividing student teachers into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining student teachers to form two teams of six players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Records their performance in order to give them feedback at the end of the exercise.

8.8 Additional activities

8.8.1 Remedial activities

Student teachers read hard/soft copy of rules of the game for sitting volleyball.

8.8.2 Consolidation activities

In pair or in-group request student teachers to discuss the following:

Facilities and equipment

Participants

Playing format

Playing action

Interruptions, intervals and delays

The libero player

Participants conduct

Officials

In pairs, student teachers demonstrate hand signals used in officiating sitting volleyball game.

8.8.3 Extended activities

Encourages student teachers to lead sitting volleyball matches/competitions organized by the school such as interclasses competitions or friendly matches.

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