



# Get Active: Goalball!

## *Elementary* Lesson Plans



**Canadian Blind Sports  
Sports Aveugles Canada**



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# Get Active: Goalball!

## Goalball: Être actif!

Lesson Plans Resource

### **Acknowledgements**

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# Introduction

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

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

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



## FUNDAMENTAL MOVEMENT SKILLS

Fundamental Movement Skills are broken up into three main groups:

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

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

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

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





## **LONG TERM ATHLETE DEVELOPMENT MODEL**

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

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

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

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

### **Awareness Stage**

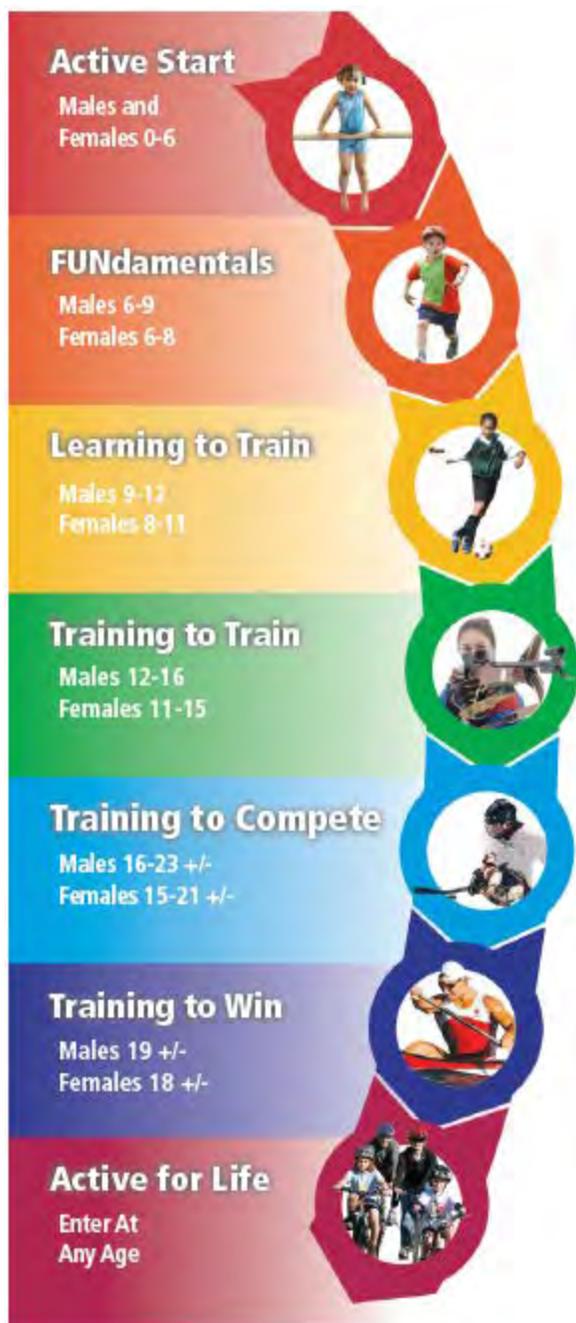
The Awareness stage informs the general public and prospective athletes with disabilities of the available opportunities. Sport and recreation organizations need to make their offerings and resources known.

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

### **First Contact Stage**

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





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

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

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

**The FUNdamentals**

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

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

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

# Goalball

## HISTORY OF GOALBALL

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

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

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

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

## WHAT IS GOALBALL?

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

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

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

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

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

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

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

## CLASSIFICATION

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

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

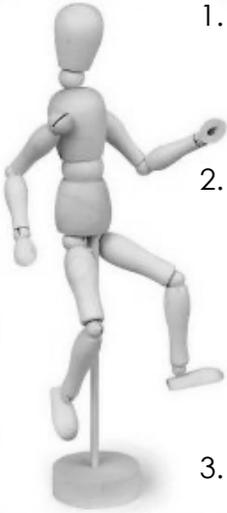
**B2:** From the ability to recognize the form of a hand to a visual acuity of 2/60 and/or a visual field of less than five degrees

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

All classifications are completed by measuring the strongest eye to the highest possible correction. All athletes who use contact lenses or correcting glasses normally must wear them during classification.

## INSTRUCTIONAL IDEAS

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



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





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



## GOALBALL SKILLS

Three basic skills will be taught in goalball:

- 1. Throwing**  
This skill is generally considered a one-handed roll- with a focus on speed and accuracy.
- 2. Blocking**  
This skill is essential in a good goalball defence - the focus will be on listening to the ball and moving quickly in order to block it (proper block progression will be taught)
- 3. Passing**  
This skill is important because once a ball is blocked, the student must gain control of the ball and either throw it for a return or pass it to a teammate.

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

## How to Teach the Basic Skills

- Blocking** - Blocks are typically made from a horizontal lying position with arms and legs fully extended.
- Throwing** - An underhand technique is used to throw a goalball. The skill closely resembles the delivery used in bowling. Once the ball has been successfully blocked, players have 10 seconds to return the ball to their opponent's end of the court.
- Passing** - Before a pass is made the passer should call the name of the receiver. To ensure accurate passes receivers knock on the floor to give an audible cue. Passing is an important skill to learn because a player is not permitted to throw a ball more than two consecutive times in traditional game play.

## THROWING

- One handed delivery and a simple three-step approach
- Stance and approach similar to that of throwing a bowling ball
- Left, right, left step approach
- First step (left) short and quick, while other two steps should have a longer stride
- First step is when student swings the ball back (always supporting it with the other hand from underneath)
- On the second step, bring ball forward and lower body close to the floor
- On the third step, student slides on the left foot and body should be low (see images)
- Throws ball in less than 10 seconds





**Figure 1:** Child shows how to throw a goalball from a standing position



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



## PERFORMANCE CRITERIA: THROWING

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

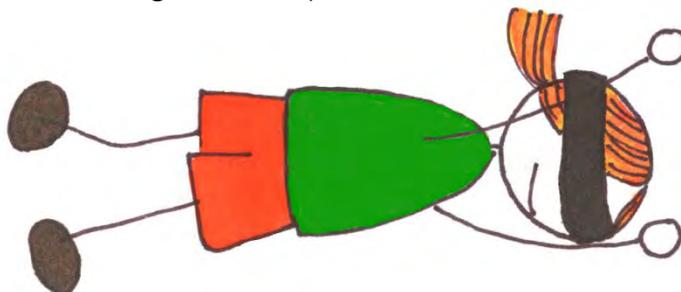
Comments:

## BLOCKING

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



- The student should make themselves as "long" as they can, by stretching out arms and legs
- Arms should be brought in front of the face to protect their face from being hit and head should tilt back slightly
- The fully extended body should be tilted slightly forward (top hip toward opposing side), so that the ball deflects down to the floor when it makes contact with the player. If the top hip is tilted away from the opposing side, the student's body will act like a ramp, deflecting the ball up and into the net.





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



**Figure 2:** Child has successfully caught goalball in blocking position





## PERFORMANCE CRITERIA: BLOCKING

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

Comments:

## PASSING

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



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

## PERFORMANCE CRITERIA: PASSING

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

Comments:



## GOALBALL RULES

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

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

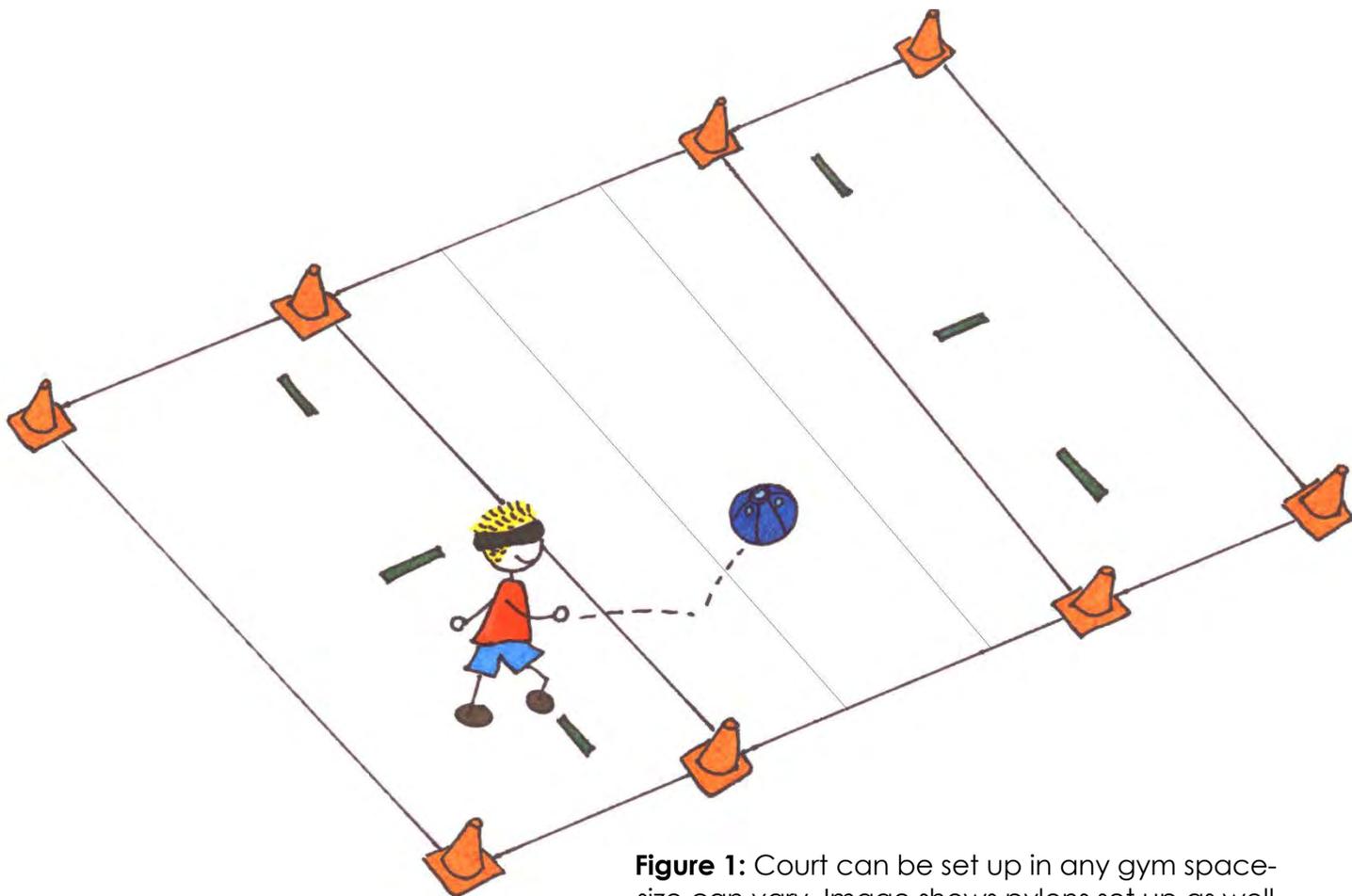
- Players attempt to block the ball by lunging sideways with their bodies.
- A goal is scored when the ball passes over the goal line.
- The winning team is the one which scores the most goals at the end of regulation time.

### **Referees and line judges:**

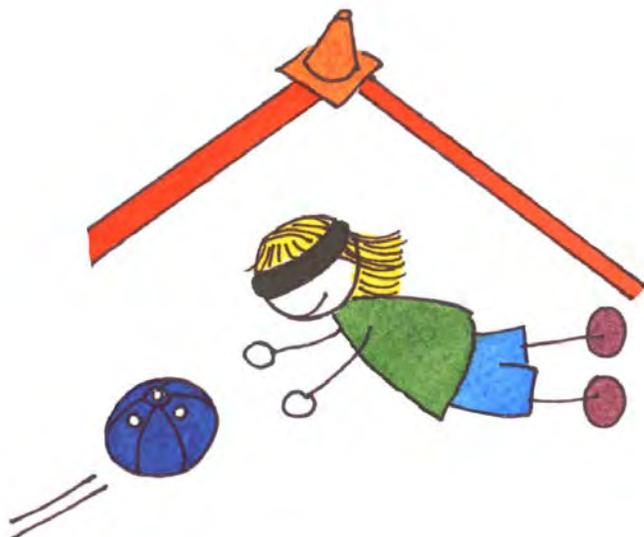
There are two referees, who assess penalties and control the flow of the game. There are also two line judges per side. These judges determine when a goal is scored, as well as when the ball goes out of bounds on their respective sides.



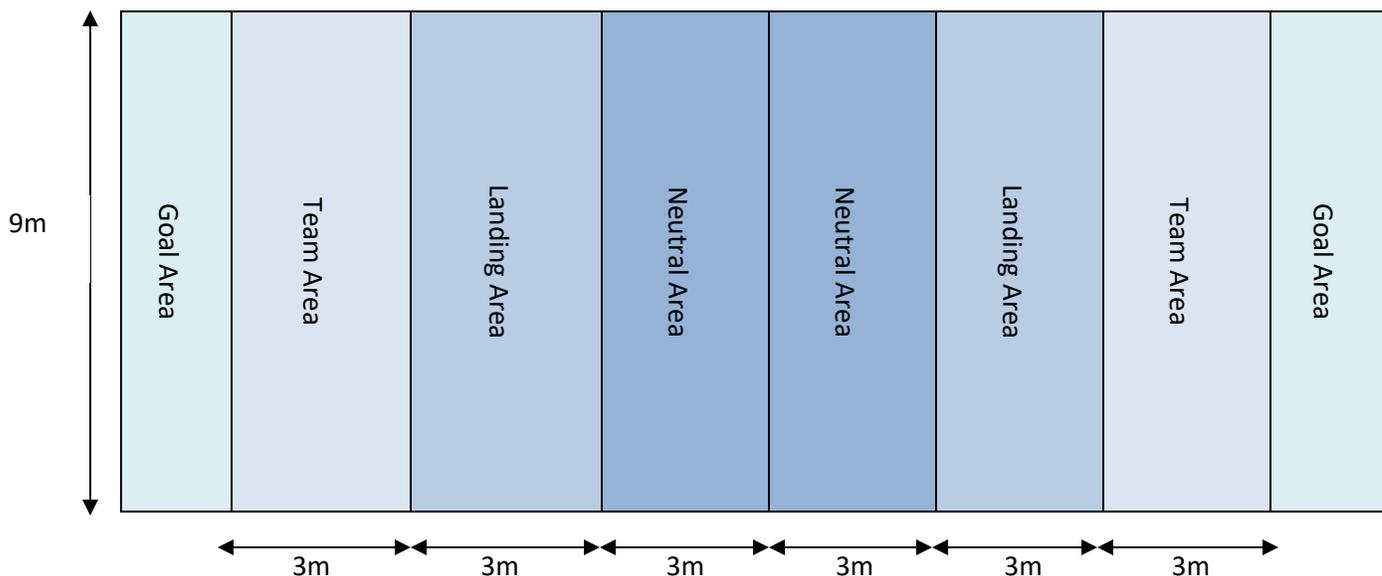
PLAYING AREA



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



# GOALBALL COURT



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

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

[Paralympic Education Link: Goalball](#)



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



**Figure 3:** Gym tape can be purchased in several colours. It is safe to use on gym floors as the name suggests.

## EQUIPMENT MODIFICATIONS

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

**Goalballs** If you do not have enough goalballs for every student, you can wrap a plastic bag around a basketball.

You could also use a beach ball with rice inside.



**Figure 1:** This image shows a typical beach ball

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



**Figure 2:** This image shows many types of eye coverings that can be worn

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



**Figure 3:** This image shows what cheesecloth looks like

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



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



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



**Figure 6:** Tambourines are quite loud and can be heard throughout a large space

## ELEMENTARY SKILL BREAKDOWN

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

### **Body Awareness**

- focusing on demonstrating and teaching paths of motion (direction and pathways)
- teaching students to respect the personal space of others
- allowing for opportunities to experiment with how to use space adequately

### **Decision Making and Problem Solving**

- using cooperative games as a tool for solving a problem

### **Communication**

- especially crucial when teaching a students with a visual impairment, focus on communicating during a task, game or sport activity

### **Auditory discrimination**

- teaching this skills is important for goalball as it helps students use their hearing when listening for the ball

### **Space awareness**

- focusing on how to use space effectively

### **Gym/field safety and awareness**

- allowing students to become more familiar in their environment

### **Relationship building**

- encouraging teamwork and providing activities for students to work together

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

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

## INTERMEDIATE SKILL BREAKDOWN

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

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

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

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

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



## DISCUSSION/JOURNAL RESPONSE

### WHAT IS BLINDNESS?



**Activity 1:** Begin this unit by leading a classroom discussion. Suggested questions to discuss are as follows:

1. What does it mean to be “blind”? (Student responses may vary but probe further with questions like, “Do you think that people who are blind can see anything? What do you think they can see? etc.)
2. What are some things that people who are blind find difficult?
3. What causes blindness?
4. What kinds of jobs can people who are blind have?
5. What kinds of sports do people who are blind play?
6. Why do some people who are blind use dogs and others use canes for travel?
7. How do people who are blind cook, shop, get dressed, use money, etc.?

**Activity 2:** Ask the students to close their eyes as they are sitting in their desks. Have them imagine that they must go to the bathroom, lunchroom, etc. While keeping their eyes closed, have them think about how they would find their way if they could not use their vision. Have them think about what obstacles they would encounter.

**Activity 3:** Read a story to your class without showing them the pictures. When the story is finished, ask students to draw what they believe their favourite scene from the story would look like. Discuss what types of words/sentences from the story helped them to form this image.

**Activity 4:** Student's vision can be somewhat occluded using goggles with Vaseline smeared on them. The student then has to complete an activity, such as reading or pouring water from a jug into a glass. This will provide the students with an idea of partial vision. Individuals with low vision experience the world in a different way than those who are totally blind.



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



# Lesson

# 1

**Objective:** To teach space awareness, body awareness, balance, log rolls, basics of blocking from a kneeling position

Before you begin, when you enter the gym, it is important to have students participate in a gym/field walk with a partner while wearing eyeshades. This will help the students become familiar with their surroundings and help develop spatial awareness.



- Have students take turns wearing eyeshades and walk their partner around the gym or field, using sighted guide technique.
- The partner not wearing an eyeshade should point out landmarks (ie: the door is on your left, you are facing north etc.)
- Once students are feeling comfortable in the space, you can have them try on their own. They can start with a slow walk and gradually walk briskly



Please note that this is will be a new experience for many students. Be sure to give each student some time to get accustomed to the eyeshades, and understand that movements may be very cautious and slow at first.

## WARM-UP

### Who Can Walk? (5-7 minutes)

Equipment: None

Formation: Students should spread out in gym, with arms out



(Continued on following page)

Action: Ask students, 'Can you walk ...?'

- forward, backwards, sideways, diagonally
- slow/fast
- tall, small, middle-height
- on toes/heels
- with small/long steps
- in a circle, in a zigzag, on a line
- as if you are in the rain, a strong wind, in the dark
- like a fashion model/soldier
- changing direction on signal
- in a straight line, curved line
- making shapes, letters, numbers, words
- with your elbow/head/seat leading
- in funny ways – who is the funniest?

**Walk Tag** (5-7 minutes)

Equipment: Maracas, Bells, Tambourines or other noisemaker

Formation: Students are only allowed to walk around the gym. Students will take turns wearing eyeshades (The number of students will vary depending on how many blindfolds you have)

Action: Students will walk (this will vary from a slow walk to a brisk walk) around the gym carrying some type of noisemaker as they walk. Students must continually make noise as they move. The use of a sighted guide might be helpful in this activity. Remember, safety first!

**Partner Stand-Up** (5 minutes)

Equipment: None

Action: Partners stand back-to-back with elbows locked. Sink to the floor and rise by taking small steps and pressing against each other's backs.

## ACTIVITIES

### **Log Roll** (5-7 minutes)

Equipment: Gym mats

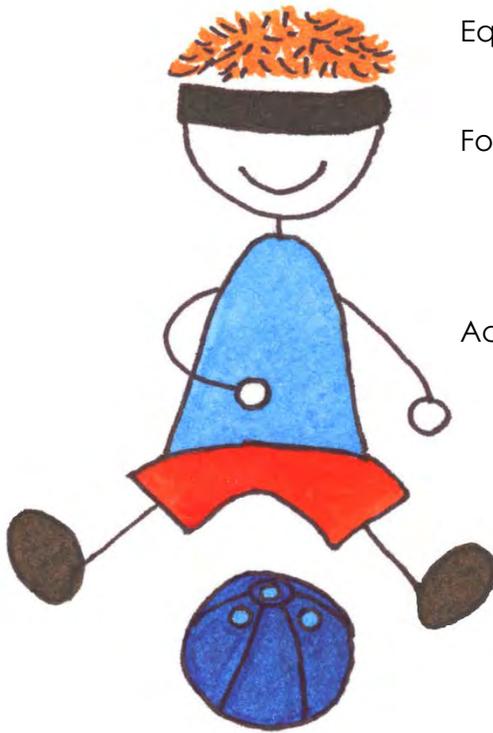
Action: Students will practice rolling on a mat with arms stretched out above their head. Focus on full extension of the body to aid in proper blocking in goalball.

### **Ball Pass** (5-7 minutes)

Equipment: 1 ball for each pair and eyeshades

Formation: Partners start on the ground, sitting feet-to feet and practice rolling the ball to each other (keep the distance short at the beginning and then the distance can be increased as the students are more comfortable with the activity). The goal is to make accurate passes. The students can call their partner's name to help with direction of the passes. This can also be done from a sitting position.

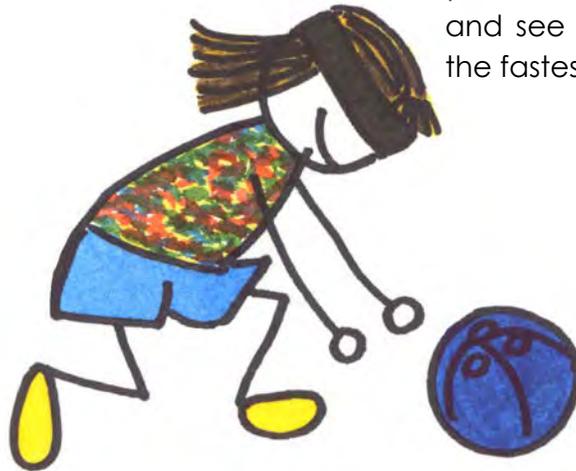


**Hot Potato** (5-10 minutes)

Equipment: 1 or more goalballs and eyeshades

Formation: Have children sit in a circle (you can do this in smaller groups depending on the number of students you have)

Action: Children will take turns passing the ball around the circle (in either direction) pretending that it is a hot potato. They will start off slowly as the goal is to make an accurate "pass" to the person next to them. Once they are more comfortable with the activity, they can speed up their passes. If there is a larger group, you can have a competition and see who can pass the ball the fastest without dropping it.

**Goalball Lie Down** (10-15 minutes)

Equipment: One goalball for each pair/team  
 Enough eyeshades for each  
 Gym mats (2 for each pair/team)  
 \*\*If there is not enough equipment, you can have students line up behind each other and take turns

Formation: Students will take turns kneeling on a safety mat. Half will wear eyeshades only and half will watch.

**Action:** When the teacher says “block” the students will fall to their left or right in a “log” position. (It is important to become comfortable with either direction.) At first, students will need to practice this on their own without introducing a ball. Once they can easily fall into a lying position (arms straight out above their head and legs extended) the teacher can throw a ball from a short distance and have the student try to block it. The key is for the students to listen for the ball. Verbal cues can be given to allow for success at the beginning. The challenge can be increased by making teams and keeping score.



## DISCUSSION/JOURNAL RESPONSE

- How did it feel to rely on a guide?
- How did it feel to be a guide?
- How did you communicate with your partner?
- Can you give any suggestions for communicating if you were to do an activity like this again?
- Were you ever lost at one point? How did you find out where you were?
- What activity did you like best?
- What activity did you find most difficult? Why?
- What did you learn about goalball today?





# Lesson 2

**Objective:** To teach auditory skills, passing, balance skills, spatial awareness, weight transfer skills, pushing and pulling, cooperative balancing and counterbalance.



## WARM-UP

### **Noodle Tag** (5-7 minutes)

**Equipment:** Pool noodles (one for each tagger), eyeshades and noisemakers for each student as some sort of bell to attach to the end of the pool noodles

**Formation:** Students are only allowed to walk around the gym  
Students will take turns wearing eyeshades

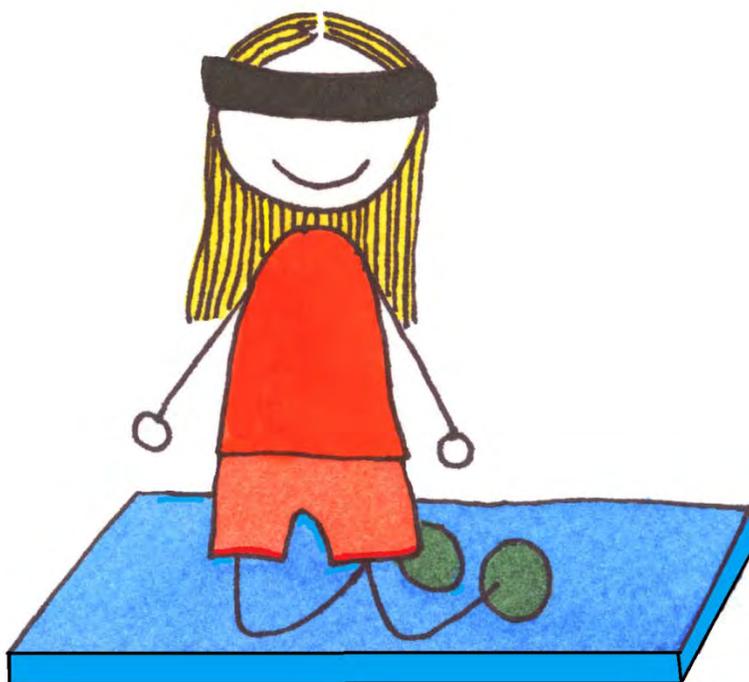
**Action:** Students will walk around clapping their hands and should all be wearing an eyeshade. Students must continually clap their hands as they move around trying not to be tagged. The “tagger” will also be wearing an eyeshade and try to tag with the noodle. In this game, students will be allowed to walk slowly or briskly but are not allowed to run. The key thing to remember is to listen for the “tagger”. This will become easier as the students are more comfortable with the activity.



**Mat Balance** (5-7 minutes)

Equipment: Gym mats (can be shared)

Action: Students will be on their hands and knees on a gym mat (they can share the space but make sure they have enough room). Students will begin by lifting one leg behind them at a time. Have them count to five and then slowly lower the leg, Repeat with other leg. Then have them do this with one arm at a time. Once the children are comfortable with this, you can challenge them by having them lift opposing arm and leg (so, left arm is lifted straight in front and right leg is lifted straight back). This is an excellent balancing and core exercise.



**Balance Walk** (5-7 minutes)

Equipment: Balance beam or bench

Action: Students will stand in line and take turns walking across a bench or balance beam with a blindfold on. They may need a partner to help them initially, but try to encourage the partners to slowly decrease assistance after a few tries.

**Rocking Horse** (5 minutes)

Equipment: Gym mats

Action: Students will lie on back, bringing knees to their chest. They will then hug their knees and rock back and forth.

**Cooperative Pushing and Pulling** (10 minutes)

Sawing logs: Partners face each other, one foot forward, grasping both of the other's hands, with their elbows high. As one arm is pulled back, the other is extended well forward. Following a number of movements (5–10), they change the foot that is forward.

Back-to-back get up: Evenly matched (for height) pairs stand back-to-back and link elbows. They push back against each other, then lower to a half squat and stand up again.

Seesaws: Partners face each other and hold hands. One child stands while the other crouches down. The standing child helps pull their partner up and, at the same time, crouches down. Both lean back slightly. Repeat several times, including a change in roles.

Pedal power: Partners sit facing each other, or sit leaning on their elbows for support. Each partner places the soles of their feet against their partner's; knees remain partly bent throughout



- try different combinations (e.g. double push, double push, single, single, single)
- try pushing hard and fast for 20 counts, then pushing slowly for 20 counts
- do double pushes in each position (i.e. two counts before changing leg position)

## ACTIVITIES

### **Ball Relay** (5-7 minutes)

**Equipment:** One ball for each team and enough eyeshades for all students

**Formation:** Students will line up in teams from the starting line to the finish line (the distance will depend on the number of students you have).

**Action:** The goal will be to pass a goalball as quickly as possible from one end of the line to the other without dropping it. Since the students will not be able to see each other they will need to listen for the ball. They can use other verbal cues as well but strategically, in goalball, passers try to make the passes as quietly as possible so that the other team does not know where the ball is. The first team to pass the ball from one end and back wins.

### **Guess Who?** (5-7 minutes)

**Equipment:** One ball for each team and enough eyeshades for all players

**Formation:** Students stand in a circle with one person in the middle. The students in the circle can try this activity with or without blindfolds (or both).

**Action:** The goalball will be passed in the circle in any direction as quietly as possible. Emphasize good, clean passes (trying not to drop the ball). The player in the middle will be blindfolded and try to figure out who has the ball. When the teacher says "stop" the player in the middle will get three guesses to try and point to who has the ball.

### **Modified Goalball** (15-25 minutes)

**Equipment:** One goalball, goalball net (or cones), blindfolds for all players and 6 gym mats

**Formation:** There will be two teams of 3 players (students will need to take turns). Gym mats will be placed in front on the nets (3 on one side and 3 on the other). This game is very similar to the set up of a real goalball floor.

**Action:** One student will be placed on each mat. They will be blindfolded and the goal of the game is to try and block the ball from going in to their own net. They will begin in a crouched position and may not stand up. When they hear a goalball approaching their end they can lie down (as practiced in lesson 1) and try to block the ball. Depending on the level of your students, feel free to incorporate as many actual goalball rules as possible (e.g. Players can only throw two consecutive balls etc.). You can keep score (1 point for each goal) if you like and change players as needed to ensure everyone has had a chance to play.

#### REMEMBER!

- Players can only throw two times in a row.
- For this game, players need to stay on their own mat.
- Teacher/partners can help orientate students if necessary.
- Students should remain as quiet as possible during play.





# Lesson **3**

Objectives: Static balance, throwing, running, blocking skills, teamwork, team goalball



## WARM-UP

### **Ball Roll** (5-10 minutes)

Equipment: One ball per group

Formation: Groups of 5-7, with a ball per group. Children are standing, lined up one behind the other with their feet spread in a straddle position.

Action: *Roll to the back:* The child at the front of the line rolls the ball under everyone's legs to the back person, who retrieves the ball and runs to the front. Repeat in the new positions.

*Front support:* Two children are at either end of a 'tunnel' created by the rest of the group, who begin on hands and knees side by side on the floor and then, on a signal, lift up into a front support to form the tunnel. The child in front of the tunnel rolls the ball to the child at the back, who then runs to the front. The child at the front joins the start of the tunnel and the child at the end of the tunnel disengages from the tunnel to receive the ball.



**Balancing (do 1 or more)**

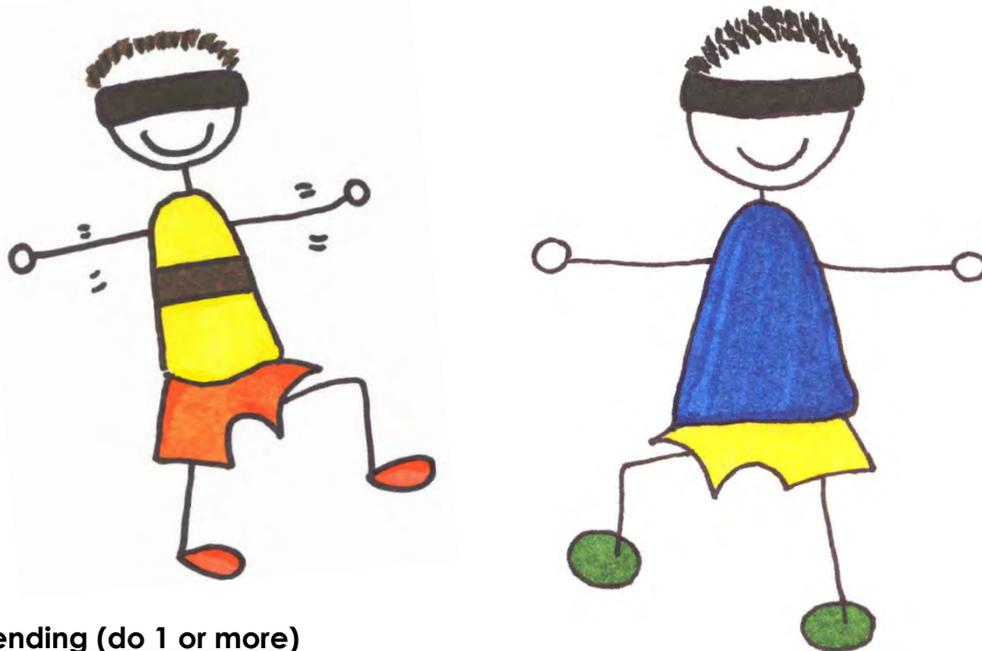
a. Body balance – ask the children to stand with both feet flat on the floor and keep their body straight and still. Ask them to focus their eyes ahead on a point that is not moving and spread their arms out to keep balance. Ask them to do each of the following:

- Balance on both feet with eyes shut
- Stand on one foot with eyes shut
- Stand on tiptoes without moving
- Stand on both feet and reach out to each side

b. Sky reaches – ask the children to stretch one arm up to the sky then stretch the other arm up to the sky. Repeat.

c. Cat balances – ask the children to be on all fours like a cat. Ask them to do each of the following and hold for five seconds:

- Balance on two hands and one knee (swap knees)
- Balance on two knees and two elbows
- Balance on one foot and one hand (swap feet)

**Bending (do 1 or more)**

a. Knee taps – ask the children to stand and lift up the right knee and tap it with the left hand and return to standing with both feet on the ground. Next ask them to lift up the left knee and touch it with the right hand. Repeat this three times on each side.

b. Toe touch – ask the children to stand with feet apart and knees bent slightly, then bend forward and try to touch their ankles or toes. Ask them to walk the fingers up their legs. Repeat.

### Stretching (do 1 or more)

- a. Cat balance stretch – ask the children to be on all fours like a cat, and to point one arm forward and stretch the opposite leg back. Ask them to balance on the hand and knee that is on the ground, and hold for five seconds. Ask them to swap to the opposite leg and arm and repeat the cat balance stretch.
- b. Shoulder shrugs and rolls
  - Ask the children to shrug their shoulders up and down. Repeat.
  - Ask the children to roll their shoulders forward and backward.
- b. Sunflower stretches – ask the children to lie on their backs then bring one knee up toward their chest and gently pull the knee a little closer. Hold this position for about ten seconds and then repeat the stretch on the other side.



## ACTIVITIES

### **Let's Wrestle** (5-7 minutes)

Equipment: None

Formation: Children choose a partner and lie on their stomachs facing each other

Action: Students grip right/left hands, with elbows on the ground and forearms upright. They try to make the back of their partner's hand touch the ground

### **Obstacle Course Train** (10-12 minutes)

Equipment: Various (can be modified by using benches, hoola-hoops, gym mats- basically whatever you have in the gym)

Formation: Again, this can vary depending on the space you have to work with- feel free to be creative

Action: Students can go through obstacle course as a train, with the lead student being the engineer. Students will hold on to each other's shoulders. Be sure to allow for different children to be the engineer.

*\*\*Use as many movement skills as possible in the obstacle course (skipping, hopping, log roll etc.) as well as goalball skills (throwing, passing etc.) to allow students to practice what they have been taught thus far.*

*\*\*Instead of making a train, have the students go through the obstacle course with partner (you can even tie their arms together for a challenge.*



## DISCUSSION/JOURNAL RESPONSE

- How did it feel to rely on the engineer?
- How did it feel to be the train?
- What part of the course did you find most difficult? Why?

**Don't Go There** (8-10 minutes)

Equipment: Cones (2 for each team), one goalball for each team, one basketball, medicine ball or goal ball for each team and blindfolds for one player on each team

Formation: Students make teams of two. The player with the blindfold kneels between two cones placed approximately 5-7 feet apart.

Action: One player (with no blindfold) tries to roll the ball past the kneeling blindfolded player. The goal of the game is for the student wearing the blindfold to block the ball from passing in between the cones. Emphasize proper blocking technique. Players can switch places after several shots.

\*\*You can increase the distance between the cones or increase the distance between the players.

**Modified Goal Ball** (15-25 minutes)

Equipment: One goalball, goalball net (or cones), blindfolds for all players and 6 gym mats

Formation: Same as described in previous lesson

Action: Same as described in previous lesson. The key to playing the modified game at the end of every lesson is to allow for each student to use the skills they have practiced in an authentic setting. Be sure to emphasize key points of throwing, blocking and passing when applicable.



### DISCUSSION/JOURNAL RESPONSE

- What new skill(s) did you learn/improve upon in today's lesson?
- Did you find anything challenging today?
- Is there anything that you would like to improve upon next time?



**Objectives:** Walking with rhythm, blocking, passing and throwing a goalball, moving without equipment



## WARM-UP

### Rhythm Walk (3-5 minutes)

Equipment: eyeshades and drum/tambourine

Formation: Students spread out in gym

Action: Students will walk to a changing rhythm and walk at different speeds. Beat a rhythmical pattern on a drum, or play music. Children walk in time to the beat. Beat with a strong beat followed by softer beats, e.g. 1 2 3 4, 1234.

### On the Spot (5-7 minutes)

Equipment: None

Formation: Students spread out in gym

Action: Students stay in place doing a variety of movements to warm-up. The teacher will be the “caller” and give the instructions on what movement to do. For example, you can ask them to do the following movements:



- run in place
- jumping jacks
- arm circles, arms up, arms down, arms to the left, arms to the right
- leg raises
- knee taps
- clap under lifted knee
- jump in place
- stand on one leg, stand on the other leg
- touch your toes

You can call out the movements in a different order start to call them out more quickly to try to trick the students. You can also have a student take a turn as the “caller”.

### **Over and Under Relay (5-7 minutes)**

- Equipment: One ball per team (preferably one with a bell)
- Formation: Teams line up in columns. Each lead player holds a ball.
- Action: The first player passes a ball over the head and the next player passes the ball between his legs. The action continues in this manner with the ball going over and under. The last player runs to the front of the line and it starts all over again until the lead player is back in the lead position.

### **Head and Shoulders (3-5 minutes)**

- Equipment: None
- Formation: Students spread out in gym
- You can make the instructions change more quickly as they are comfortable with every movement or try to trick them into doing the wrong movement. You could also allow for a student to be the "caller" and tell the other students what to do.
- Action: Sing the song, Head and Shoulders, Knees and Toes and have children touch each body part. You can make this more fun and challenging by gradually going faster and faster or slower and slower.

### **Floor Shapes**

- Equipment: Floor tape, lengths of rope (variable lengths), eyeshades for each student
- Formation: Tape lengths of rope in large shapes on the gym floor (e.g., rectangle, triangle, etc.)
- Action: In small groups, students will explore the shape, and lie down on the floor – following the perimeter of the shape. This can be made more challenging by tracing more complex shapes (e.g., star) on the floor. In a game situation, students will use rope lines to orient themselves.

## ACTIVITIES

### **Goalball Stations** (10-15 minutes)

Equipment: Enough goal balls for each station, eyeshades, gym mats,

Formation: Students rotate through stations in small groups

Action: Set up stations as follows:



#### 1. Back and Forth

- Students will work with a partner at this station to take turns throwing the goal ball in specified area and then be ready to block the ball as their partner throws it back.

#### 2. Block the Ball

- Students take turns kneeling on a mat and the other students will stand in a line and will each throw a ball at the "blocker". Once they have all thrown one ball, a new blocker kneels down.

#### 3. Block It and Pass It

- Have the group make a big enough circle to block the ball to the right or left of them. Coach stands in the center of the circle and throws the ball at an athlete and they must block it. After the athlete blocks the ball they have to pass it to a teammate either next to them or across the circle. Working on listening for who is calling for the ball.

#### 4. Think It Through

- Students start on a line and throw the ball trying to score by throwing it at a target (can be any target). Another student tells them where they threw it and if it hit the target. The student then has to make the adjustment and re-throw the ball trying to score.

**Quick Goalball** (10-15 minutes)

**Equipment:** Cones (4 cones for each game), gym mats (2 or 3 for each team) eyeshades and 1 goalball for each game

**Formation:** Set up three mini-goalball courts in the gym as three games will be played simultaneously. Have students acting as line judges also control the ball so that it does not enter other mini-goalball courts.

**Action:** Students will be placed in teams of either 2 or 3 (depending on how much space you have). The cones will be set up as the goal and the students will kneel on the mats. The games will be timed (around 2-3 minutes each). One court will be considered "King's Court" and this is the court where the winner gets to stay. This is how it works; when the time is up, the winning team (the one that has scored the most goals) moves to the next court- moving closer to "King's Court". If you are on "King's Court" and you lose, then you go all the way back to the first court. The winner on "King's Court" gets to stay there until another team beats them.



## DISCUSSION/JOURNAL RESPONSE

1. What goalball skills did you do well in the game setting?
2. What goalball skills do you want to work on?
3. How did your team do in the game? What did you do well? What could you improve on?
4. How well were you able to control the ball?



# Lesson 5

Objectives: To highlight what has been taught thus far, allow students to participate in a real goalball game with rules and proper scoring

## WARM-UP

### **Treasure Hoop** (5-7 minutes)

Equipment: Four hoola-hoops, 10 bean bags for each hoop, eyeshades.

Formation: Children are split up into four equal teams and go stand near one of the hoops. Place hoops approximately 20 feet apart in a square area.

Action: The goal of the game is for children to go and take as many beanbags from the other "treasure hoops" as they can and place them in their own treasure hoop. There is no tagging, no blocking and no guarding allowed. The children must simply take beanbags from the other teams.





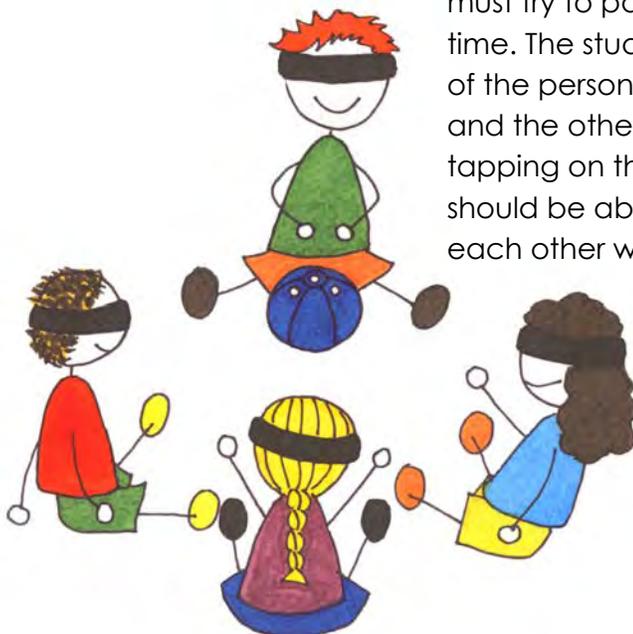
**Star Pass** (5-7 minutes)

Equipment: One goalball for each group of 5, eyeshades

Formation: Each group of five sits with their legs straight in a star shape



Action: This simple game is designed to provide practice for students learning to develop the skill of passing. Students sit in a five-point star shaped formation while wearing eyeshades. One student is given the goalball to begin the game. The objective is to successfully pass the ball to another student across the star. The players must try to pass to the same person each time. The students can either call the name of the person to help identify where to pass and the other player can respond by tapping on the floor. By now, the students should be able to make accurate passes to each other with minimal mistakes.



## ACTIVITIES

### **Goalie in the Middle** (10-12 minutes)

**Equipment:** One goalball for each group and one eyeshade for each group

**Formation:** Students stand in a circle formation (circle formation players are not wearing eyeshades). One student stands inside the circle wearing an eyeshade.

**Action:** This activity encourages students to quickly drop and practice the proper side-lying blocking position. The students standing outside of the circle attempt to pass the ball to each other while the person in the middle attempts to block the ball.

#### *Modifications/Variations:*

- Initially the student (in this case, the “goalie”) in the middle may choose to play on his or her hands and knees.
- Require passers to use auditory cues before a pass is made so that the student in the middle can identify where the pass will originate.
- As skills develop, have all players participate while wearing blindfolds

### **Goalball Games** (25 minutes)

**Equipment:** Cones, gym tape, string, one goalball

**Formation:** Have students line up against the wall and have them take turns as goal judges (standing next to pylons at end of the floor)

**Action:** Students will play quick 5 minutes games of goalball following proper rules and score can be kept. A mini-tournament can be played if time and space allows.



## WRAP-UP

On the completion of the unit, ensure students have a chance to discuss what they did and how they felt about it.

Another great way to end the unit would be by watching an actual live game being played. If there are no local games, you can show one on YouTube or if it is a Paralympic year, organize a class party to cheer on Team Canada.

\*You could also show video of a goalball game prior to commencing the unit to garner student interest in this exciting sport.

Another great way to wrap-up this unit would be to invite a goalball player to speak to the class and maybe even arrange a demonstration of goalball. This may be difficult depending on geographic region.

You could have the students interview the goalball athlete and do a written assignment, poster, newspaper article, sports column etc. covering what they have learned in this unit. The possibilities are endless.