



Participants learn about and practise how to work as a group to roll the ball across the opposing group's end line while wearing eyeshades.

Facility

- Gymnasium
- Outdoors

Materials and Equipment

- An eyeshade for each participant
- 1 sound-emitting ball (or a soft ball covered in plastic bags) per group

Safety

Inspect the activity area and eliminate potential hazards. Check that the activity surface provides sufficient traction. Set boundaries for the activity a safe distance from walls and obstacles. Remind students to be cautious when moving and to wear their eyeshades only when instructed to do so (i.e., while participating in the activity).

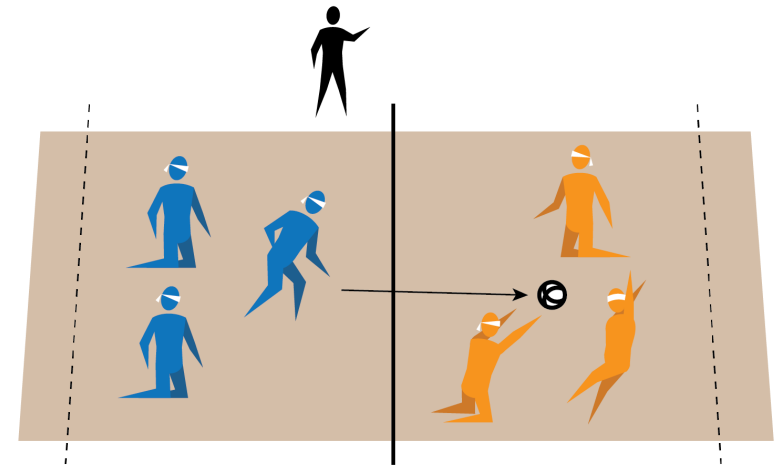
Activity Information

Activity Set-up

- Divide the participants into groups of five to seven participants and identify one person as the spotter. The spotter does not wear eyeshades and tells the participants what is happening during the game. Participants should rotate roles so everyone has a chance to be the spotter.
- Participants set up an activity area with two or three participants on either side of a centre line. Participants identify end lines for each side of the court.
- Before beginning the game and before putting on eyeshades, participants practise the different actions used in goalball: rolling or throwing the ball underhand from a standing position, kneeling while waiting for the ball, and blocking the ball while lying down.

Activity Instructions

- Only participants who are engaged in the activity are to wear eyeshades.
- Participants attempt to score by rolling the ball across their opponents' end line while the opponents try to block the ball and defend their end line.
- The spotter verbally informs the participants what is happening during the game (e.g., how close they are to the boundary line).
- If the ball stops moving and participants are not able to locate it, the spotter gives the ball to the player closest to it. If the ball rolls out of the activity area, the spotter retrieves the ball and gives it to the group that did not have possession of the ball when it went out of bounds.
- The leader asks open-ended questions to help participants refine their movement strategies and tactical solutions during the activity. Examples include: How does communication help your group be successful in this game? When you are defending, how do you work together as a group to defend against an object you cannot see?





Adaptations

To maximize the challenge and the fun, participants could identify their own ways to increase or decrease the challenge.

To decrease the challenge, participants could:

- Play first without the eyeshades to get used to how the game is played.
- Decrease the size of the activity area so participants have less space to defend.
- Change the type of object they will send (e.g. beach ball, soft-skinned ball).

To increase the challenge, participants could:

- Increase the size of the activity area so participants have more space to defend.
- Pass the ball a designated number of times amongst themselves (or to each group member) before attempting to score.
- Impose a time limit so a group only has a designated amount of time in which to roll the ball over the opponents' end line.

Pause for Learning

Throughout the activity, consider highlighting the following skills, concepts, and strategies to help participants work as a group to roll the ball across the opponents' end line. Note that this list is not exhaustive, and further learning opportunities may arise during the task.

Movement Skills and Concepts

- Manipulation – applying sending skills and skills to defend a target (e.g., throwing the ball quickly into their opponents' goal area in order to score, moving in response to a sound/signal to defend the goal) and using effort to throw the ball with force

Movement Strategies

- Creating and applying tactics to defend the group's goal area (e.g., moving quickly in response to the sound/signal and extending with body to cover maximum space)
- Transitioning quickly from defense to offense to maximize scoring opportunities

Living Skills

Personal Skills

- Demonstrating adaptive skills by using auditory cues to track the ball and move safely without visual information.

Sport Connections

Contains aspects of:



Canadian Physical Activity Guidelines

