ANALYSIS AND METHOD OF TEACHING THE BASIC TECHNIQUES OF TEAM SPORTS FOR GIRLS

by

PERCY MARGARET GILL

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APPROVED:

[Redacted]

Professor of Education

In Charge of Major

[Redacted]

Head of Department of Education

[Redacted]

Chairman of School Graduate Committee

[Redacted]

Dean, Graduate School
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ANALYSIS AND METHOD OF TEACHING THE
BASIC TECHNIQUES OF TEAM SPORTS
FOR GIRLS

CHAPTER I

INTRODUCTION

In 1945, the legislature of the state of Oregon passed a bill\(^1\) designed to set up a required program of health and physical education for all grades in the public school system. In many situations where no physical education for girls had been offered previously, the problem of finding a teacher trained in physical education to conduct the classes was a very real one. As a result of this difficulty, many teachers whose major field was other than physical education found themselves responsible for such classes. A general survey in the state shows that approximately 60% of the teachers of physical education have had no professional training in the field.

The crux of the problems facing these teachers seems to rest on the fact that they lack not only the philosophical concept of the objectives, but also knowledge of the technical content of a program in physical education. In many cases, this is due to the fact that the background of such teachers is the bare minimum and several years in

\(^{1}\) Appendix
the past. Therefore, the whole concept of what constitutes a program in physical education is either vague or completely unknown.

To assist these teachers, the state department of education has issued an excellent syllabus. This manual covers quite completely that part of the program called "physical" education, as represented by tumbling, stunts, exercises, testing of physical capacities, and evaluating of body mechanics. The field of rhythmic activity, such as square and folk dancing and fundamentals of rhythm, is also clearly outlined. Not only is the scope of material to be covered in these two aspects of the physical education program indicated in some detail, but the presentation of the activity to a class, as well as their use in the program, is pointed out.

The section devoted to team sports, however, gives only the bare outline of the content of material to be covered in each of the team sports, volleyball, soccer, softball, and basketball. These are arranged at the level of the beginning class, accompanied by a list of intermediate and advanced skills. It would seem almost impossible, however, to present, under one cover, all the material necessary for the teaching of such activities. To supplement this section, an excellent bibliography is given as reference material.
The use of this material by the teacher untrained in the field of physical education\(^1\) has not proved entirely successful. Requests from teachers throughout the state for assistance from the state director of physical education, as well as from the various institutions of higher learning, indicate that this material does not answer the questions of the teacher. A careful scrutiny of the references discloses four criticisms, common to all.

In the first place, the technical language used to describe the activities and situations found in a team sport is common to the teacher trained in the field of physical education, but confusing and difficult to the untrained teacher.

In the second place, the material for the most part is arranged on a non-selective basis; i.e. all the skills, from most elementary to most advanced, are presented in the text with no indication of the level or difficulty of learning.

In the third place, the various aspects of each sport, such as skills, rules, team tactics, etc., are not arranged in the associated order of learning. In

\(^1\) For the sake of brevity, the teacher untrained in the field of physical education will be referred to as the "untrained" teacher throughout this study.
other words, a teacher unacquainted with the activity would find it difficult to select skills, rules, and team tactics, that should be associated together in the teaching to insure effective learning.

In the fourth place, the organization of the class itself is not considered, either as to the use of time in the class period, or the manipulation of the class from situation to situation. In addition, no mention is made of the place of testing, practice drills, lesson planning, or distribution and care of equipment. These factors are of importance in the conduct of a physical education class.

Purpose of the Study

This study offers a partial solution for the untrained teacher of the difficulties in using the current references on team sports for girls. The study presents an analysis of the teaching methods for the four team sports, volleyball, soccer, softball, and basketball, as they should be presented to a beginning class.

Two definite requirements were set up in preparing the four analyses. First, they must include sufficient material to stimulate and interest the students by providing a satisfying experience through the activity. In order to participate successfully in a team sport,
certain basic information and experiences must be given to the student. She must have understanding and experience in the following aspects of the activity:

1. The basic skill techniques underlying the playing of the game.
2. The game itself with the rules that control the playing.
3. The basic team tactics necessary to the success of the students composing the team unit.

Second, the analyses should contain practical material which the teacher can grasp and readily utilize. The actual content of the total game, related to skills, game elements, team tactics, and rules, should be organized on the expected level of the teaching, elementary, intermediate, or advanced. The content should include the actual analyses of body movement, ways and means of practicing, and coaching hints. In addition, ways of organizing the class to present the material most effectively should be made clear.

To fulfill both of these definite needs, the writer compiled the following questions, which seemed to meet all the various aspects of the analyses and method of teaching proposed by this study:

1. What is the object of the game?
2. What equipment is necessary?
3. How much space is essential?
4. How many players are on a team?
5. What are the basic skills of body movement necessary to play the game?

6. In what order should these skills be presented to a class?

7. What is the analysis of body movement used in these skills?

8. What are the necessary coaching hints to correct errors and emphasize important points during the lesson?

9. What ways and means of practicing these skills may be utilized during the lesson?

10. What basic game elements are essential to playing the game?

11. How should these game elements be presented to the class?

12. What rules are essential to the beginning player?

13. Where should they be introduced as necessary to the game?

14. What basic elements of team play should be taught?

15. How should these elements be introduced to the players?

16. Which basic elements of the total content of the game should be taught in conjunction with each other to the greater understanding of the student?

On the basis of adequate answers to these questions the four analyses, as set up by this study, were made.

There are two definite limitations imposed on the preparation of the study. In the first place, the material included is limited to the level of a beginning class in any one of the four sports. No effort has been
made to continue the teaching into the intermediate or advanced levels. At the end of each analysis is a list of the advanced techniques, accompanied by a bibliography from which information concerning them may be secured. When the basic material of a team sport becomes clear to the teacher, it is possible for her to select and organize the more advanced levels of learning. Also, the problems and possibilities of the advanced class are quite different from those of the beginning class. To include them all in one analysis would be confusing to the untrained teacher.

In the second place, the study is limited to the technical material essential to the teaching of team sports. No effort has been made to include a discussion of concomitant learning in the field of development and practice of adequate character traits. The writer believes that team sport activities provide excellent situations for such learning, but the ramifications of concomitant learning are of necessity beyond the scope of this study. It is recommended that this problem be expanded into a future study.

The analyses are illustrated as often as deemed necessary by diagrams and pictures, illustrating and clarifying pertinent points. In situations where experience is lacking, the actual seeing of a hand
position or a pattern of a way of practicing is helpful. In every possible way, through organization and arrangement of material, choice of familiar terms, and accompanying visual aids, the analyses have been adapted to the needs of the untrained teacher that she may be able to better solve her problems in the teaching of team sports to a beginning class.
CHAPTER II

REVIEW OF THE LITERATURE

After a general consideration of the literature pertaining to material directly related to the teaching of team sports to girls, the writer was able to set up five areas from which data could be secured for this study. These areas are as follows:

1. Textbooks on team sports for girls.
2. Available state courses of study.
3. Periodical literature in the field of physical education.
4. Completed research problems in the field of team sports for girls.
5. Guides to the four team sports published by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation.

Two limitations were imposed in selecting the actual source of material drawn from these five areas.

First, only that literature published in 1935, or thereafter, was used in the preparation of the study. The reason for this limitation is that the rules for the team sports under consideration have been so revised and developed during the last twelve years that the teaching emphasis has changed considerably from that held before 1935.
Second, while there is excellent material in this field published for boys, it was not used in the preparation of this study, since the rules covering the girls' game are different from those of the boys' game. Much of the material written for boys, however, is of value after it has been adapted to the game as played by girls. This takes experience and judgment on the part of the teacher, and is, therefore, not practical for the untrained teacher.

In considering the textbooks written specifically on team sports for girls since 1935, three references combining all four sports are available, and, in addition, a single reference each for basketball, softball, and soccer. These books are planned primarily for the use of the teacher trained in the field of physical education.

These references were found to contain, almost without exception, the same technical material. In other words, the skills, analyses of body movement, and the team tactics proposed by the different authors were the same. There was slight variation in the order of difficulty into which these items were arranged in the text.

The chief difference between the references was in the extent of detail concerning the development of the
various aspects of team sports. This was due largely to the purposes for which the texts were written and the age-grade level for which the teaching plan was intended.

In reference to this study, it is clear that such material is not primarily intended as a text for the teacher with no technical knowledge of team sports or how to teach them. As has been mentioned in this study, the language used is the technical language of the field of physical education, not easily comprehensible to the layman. In addition, the references to situations occurring with some frequency during the playing of a game are those common to the physical educator but not to the teacher who is unacquainted with such situations. The technical language and the unfamiliar situations make the understanding of a pattern of practicing a skill difficult for the untrained teacher to visualize.

Because of the lack of understanding of technical knowledge that makes up the teaching material of a team sport, references should be arranged and organized in two ways. First, the various aspects of a team sport, such as skills, rules, team tactics, etc., should be arranged on a selective basis, in which the graded levels, beginning, intermediate, advanced, are indicated. At the same time, the skills, and team tactics should be arranged at each grade level, in the order of learning.
difficulty. In the textbooks used in the preparation of this study, the only indication of such selective basis of arrangement was a graded listing of the skills at the conclusion of the analyses of those skills. No positive indication was given of the difficulty of learning each skill, except by the order in which each author presented the skills in the text. This order was not labeled nor explained. The relationship would be clear to the trained teacher of physical education, who is able, on the basis of knowledge and experience, to evaluate the learning difficulty and the level of learning differences between the various skills. In the texts in the field of team sports, these factors are not necessarily apparent to the untrained teacher.

Second, the references make no effort, beyond the graded listing of skills, to cope with the problem of organizing the material covered in learning a team sport into units adequate for teaching purposes. It is not enough to teach the skills necessary to a team sport. The game itself must be taught in conjunction with the learning of the skills. The rules governing the game must be introduced into the practice of skills, as well as into the game situation itself. The elements of team play are part of playing the game from the beginning and are introduced in practice of the skills. Arranging the
materials essential to the learning of the team sport into what is called "associated" units of learning is the secret of successful learning on the part of the student. The untrained teacher does not see these relationships unless they are clearly pointed out to her.

Third, these references, as texts on team sports for girls, have not included general remarks on the actual teaching of such sports within the scope of material presented, inasmuch as they are set up primarily to cover the technical content of the team sport for the trained teacher of physical education. This study has included, therefore, in the analyses and method of teaching, general observations on the construction of the lesson plan for team sports, the use of practice drills, care and distribution of equipment, and testing techniques. In addition, ways and means of moving the class from situation to situation, as planned in the lesson, as well as the efficient proportioning of time in the class period are included. This it is hoped will aid the teacher in the actual teaching of the class.

However, as source material for the study, the opinions of these texts were accepted as sound judgment since they are accepted texts in the field of team sports. From them, the writer was able to secure the basic data for each team sport. The plan of teaching
proposed by this study used this data to limit and define the material essential for a beginning class in the four team sports.

The following state courses of study for the field of physical education were available for use as source material in the preparation of this study:

Arkansas  Montana
California  Nebraska
Colorado  Nevada
Connecticut  New Hampshire
Florida  New Jersey
Illinois  New York
Kentucky  Oregon
Maryland  South Dakota
Mississippi  Tennessee
West Virginia

State courses of study in the remaining twenty-nine states were reported in the process of revision and therefore were not available.

The material that was available falls into four groups. First, courses of study in which no material on team sports was presented. In some cases, these manuals simply listed team sports appropriate for the season. Usually a bibliography was included as reference for the teacher.
Second, in some courses of study, the team sports were outlined as seasonal sports accompanied by a list of skills, game elements, and team tactics which should be included in the teaching. In some cases, these lists of content material were arranged at the learning levels, beginning, intermediate, etc. In others, the scope of the teaching was indicated by the level being taught, elementary, junior high, or senior high school.

Third, some courses of study contained objectives for the teacher and the necessary levels of attainments to be reached by the students through the class work in team sports. These objectives and attainments were stated in terms of social as well as physical development. In most courses of study following this plan, no reference was made to the technical content of the teaching.

Fourth, in one case, the course of study resembled a manual of physical education. Attainments and objectives were set up first, followed by the technical content of the team sport, together with teaching procedures, ways and means of practicing, and coaching hints. This excellent piece of work covered the field of team sports at a very elementary level for both boys and girls, and was, therefore, of little value as source material for the present study.
As can be seen, most state courses of study aim only to indicate the scope of the field of team sports, what the teacher should have as objectives, and what the students should attain. No attempt is made to aid the teacher in the organization of teaching a technical unit of material.

The Guides are published every two years by A. S. Barnes and Company for the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation. Previous to 1943, a new Guide was published every year. At present, there is a Guide for Basketball for Women, Volleyball and Softball for Women, and Soccer and Speedball for Women, the latter two combining two sports in one Guide. The Guides contain official rules recognized by all athletic and physical education groups as final authority on the mechanical playing of the games. They also contain articles on various topics relating to the particular team sport, such as rules interpretations, hints on officiating, acceptable tests and their administration, practice drills for skills, adaptations of the game to fit unusual circumstances, skill analyses, team tactics, etc.

The Guides are a very helpful aid to the teacher unfamiliar with the game. The rules are difficult to interpret on first reading, but the accompanying
explanations make them clear. The rules do not provide, however, the technical information necessary for teaching the sport. They are not usable as the sole basis for the teaching. They are the essence of authority when dealing with situations in which a rule, directly concerned with the playing of the game, is in question.

The Guides also give the names of experts in the field of a particular sport whose services are available in assisting the teacher to use the sport as part of her physical education program. This source of information can be very helpful to the teacher.

Articles, in the Guides are written as aids to the teacher. Generally, their level is geared to the inexperienced teacher and, therefore, can be readily used by the teacher with no background in physical education. Material on testing chosen from the Guides has been used in several situations in this study.

References to periodical material was found in the Reader's Guide, and the bibliography published in the December issue of the Research Quarterly of the American Association for Health, Physical Education, and Recreation. For the most part, material found in periodicals was specific in nature, falling into the definite fields of research problems in testing and experimentation in the development of the various aspects of team sports.
No reference was found to the teaching of team sports, other than adaptations of the games to unusual situations or advanced team tactics and practicing drills.

Research material as reference for the preparation of this study was found in the list of titles of papers or theses written by women, as published every two years by the National Society of Departments of Physical Education for Women in the Research Quarterly of the American Association for Health, Physical Education, and Recreation. Reference was also made to the published list of theses as far back as 1935 under both the heading of "physical education" and "education." Only one reference was found directly relating to this study, "Practical Aids to the Teaching of Basketball," University of Iowa, Master's Thesis, 1945, Carol Dunger. Material from this thesis has been used as part of the basic data in the preparation of the section on Basketball in this study.

In conclusion, the writer feels that two points have been established in the review of the literature. First, nowhere in the five areas of source material have been found references that adequately serve the needs of the untrained teacher. Unfamiliarity with terms and situations of team sports is, in large measure, the chief hindrance to clear understanding of the material. The lack of organization of the technical content into
graded levels of teaching and learning difficulty, as well as the lack of arrangement of the contents into associated units of learning, fails to meet the technical needs of this teacher in preparing an adequate lesson. In addition, the problems of the actual teaching of a class have not been touched.

On the other hand, the data collected from these sources has served to limit and define the basic content of technical material used in the preparation of this study. The proof lies in the establishment by publication and usage of these sources as acceptable literature in the field of physical education.
CHAPTER III

PROCEDURES

The procedures used in the preparation of this study were developed in the process of answering the questions listed in the introductory chapter. For the sake of clarity in this discussion, these questions are repeated here.

1. What is the object of the game?
2. What equipment is necessary?
3. How much space is essential?
4. How many players are on a team?
5. What are the basic skills of body movement necessary to play the game?
6. In what order should they be presented to a class?
7. What is the simple analysis of body movement used in these skills?
8. What are the necessary coaching hints to correct errors and to emphasize important points during the lesson?
9. What ways and means of practicing these skills may be utilized during the lesson?
10. What basic game elements are essential to playing the game?
11. How should the game elements be presented to the class?
12. What rules are essential to the beginning player?
13. Where should the rules be introduced as necessary to the game?

14. What basic elements of team play should be taught?

15. How should these elements be introduced to the players?

16. Which basic elements of the total content of the game should be taught in conjunction with each other to the greater understanding of the student?

The sources used as a basis from which to develop the answers for these questions have already been discussed in the chapter on Review of the Literature. Their value to the trained teacher of physical education, as sound judgment and opinion on which to base the teaching of team sports, has been established. The inadequacy of the material for the teacher untrained in the field of physical education has also been pointed out. In this study, the selection and limitation of technical material are drawn directly from the data secured from these sources. The arrangement and presentation of the plan of teaching, as proposed in the study, have been made on the basis of this selected material, wherever such information was available. As has been pointed out, frequently this information is not given in the source material. In cases where it was not available, the experience and judgment of the writer were used as the basis of selection.
The procedures followed to present and develop the analyses and method of teaching will answer the above questions with understandable material for the teacher and, at the same time, provide an adequate experience for the student.

The answers to the first four questions regarding the object of the game, equipment, space, and players necessary to play the game were developed from information secured from the Guides of the National Section on Women's Athletics, representing the official rules. With one exception, these very clear statements do not vary in matters of playing the game officially. In teaching situations where the space available is slightly different from that officially set forth, the rules may be adjusted, provided the space available is adequate. The rules were never meant to prevent the inclusion of any team sport in the program of physical education.

For the fifth question, "What are the basic skills of body movement necessary to play the game?" a chart was constructed showing the basic skills used in playing the game, as presented by each author of source material studied. These skills were listed under each author in the order in which they appeared in the source.¹ By

¹ Appendix
using this chart, a comparison was made among the sources. Thus it was possible to select those skills of bodily movement essential to the beginning class on the basis of frequency of appearance in the compiled lists. In the case of gross disagreement among the sources, the judgment and experience of the writer determined the decision.

From the same chart, the sixth question, "In what order should each skill, chosen as essential, be presented to a class?" was answered by noting the order each skill held in the compiled list, considering the first listed the simplest, the second more difficult, and so on. This order is an indication of the learning difficulty of each skill as judged by each author. That skill which most frequently appeared first in the list was considered simplest in learning difficulty. A similar comparison was made for all skills. In this manner, all the skills were listed in order of difficulty. In some references, no effort was made to classify the skills as to learning difficulty. In the case of disagreement or lack of information the writer made the decision.

After having chosen the basic skills and established the order of learning difficulty, the next question, "What is the simple analysis of body movement of these skills?" must be answered. For each essential skill, the analysis of body movement as given by each of the
sources was listed. By comparing these various judgments, the common and most frequently listed elements comprising the skill were outlined. The analysis of body movement necessary to perform a particular skill, therefore, is the composite opinion of all the sources.

In addition to the analysis of body movement, a teacher must know the necessary coaching hints to correct common errors and emphasize important points. The next question, "What are the necessary coaching hints?" was answered by the same plan of listing all the coaching hints for a particular skill as presented by the different sources. In the same manner, it was possible to choose those hints essential to the teacher for use in teaching the skills on the basis of the most frequently listed hints in all the sources.

The teacher must provide, in addition to teaching the skill as a movement, a practice pattern in which the skill can be repeated under conditions simulating those of the game. The ninth question, "What ways and means of practice can be used?" was answered in a slightly different fashion. The ways and means of practicing any particular skill were listed from all the sources. Then

1 Appendix
2 Appendix
in the judgment of the writer, those practice patterns were chosen for use in the study that would provide the most effective practice situation in so far as the student's learning the skill was concerned, provided the pattern could be presented effectively by the teacher untrained in the field of physical education. Some practice patterns, although very effective, are difficult to teach unless the teacher is skilled in the technical background of the sport.

With the learning of the skills, the game itself must also be presented. In answering the tenth question, "What basic game elements are essential to playing the game?" two terms must be clarified. Considerations of playing the game itself and the element of team play as practiced by the teams are difficult to separate. The object of the game and the actual mechanics of playing it are called game elements. The most effective ways of accomplishing the object of the game within the mechanical limits of play are considered as team play or team tactics.

The source material used in this study, with one exception, made no reference to the game elements essential to the beginning class. The Guides, put out by the National Section on Women's Athletics as authority on rules for the various team sports, provides the basic
data from which to set up the pattern of teaching the game itself. Only those aspects of the game having to do with the actual playing by the teams were chosen from the rules. Elements concerning refereeing and umpiring, space, equipment, length of game, etc. were omitted since they are not the primary pattern of the playing. This choice was made on the basis of the writer's judgment.

Once the game elements were chosen, the answer to the question "How should the game elements be presented?" became the next step in the teaching pattern. The presentation of the game elements falls into three headings. First, the object of the game is given in relation to starting the game, the process of making a score, and scoring the game. The actual physical movements which the players do to achieve the object of the game are clearly pointed out, from the starting of the game to the completion of scoring.

Second, the mechanical patterns of playing the game are presented for all situations in which the game is momentarily stopped either because of the players' actions or the position of the ball. These situations include those in which the ball is outside the playing court, as well as those in which players have violated
the fixed rules of the game defining the movement of the players.

Third, the game as a unit, consisting of the playing of two teams within the allotted game time, is presented last. This aspect indicates the necessary warm-up activity preliminary to the game, as well as the ways of selecting a captain for the team and choosing the team to start the game with possession of the ball. In addition, the place and use of substitutes are presented as a part of the total game.

The organization of the basic game elements into a method of teaching was set up by the writer on the basis of experience and judgment since no reference was found relating to this in any sources used in the preparation of this study.

Once the game pattern itself has been learned, it is necessary to present the essential rules under which the game is played. Students must understand and appreciate the rules in order to enjoy, to the fullest, the playing of the game. The answer to "What basic rules are essential to the beginning player?" is an important part of teaching to insure the most effective learning. The choice of those rules essential to the beginning class was made from the Guides, which contain the absolute authority concerning rules. The rules
included fall into three groups as follows:

1. Rules essential to the beginning player in respect to a total game.
2. Rules essential to the mechanical aspect of playing the game.
3. Rules essential to the behavior and movements of the players during the playing of the game.

The choice of rules falling into the above headings and their organization were made on the basis of the experience and judgment of the writer.

Of far greater importance in regard to rules is the answer to the thirteenth question, "Where should the rules be introduced as essential to the game?" In the learning of any team sport it is essential to hold clearly in mind that the playing of the total game is the immediate goal of the teacher. Therefore, as nearly as possible, the learning of the various aspects of technical material should be related to and presented in situations simulating those of the game itself. Practice drills should be constructed around a game situation. Learning the skill of body movement essential to playing should be associated, therefore, with the essential rules controlling its function in the game.

In this study, rules essential to the performance of specific skills are set up in the method of teaching those skills, as well as of practicing them. In addition,
those rules which are specifically a part of the actual game are presented in direct conjunction with the basic game elements. In each case, the tie-in of the various aspects of the technical material has been made in direct relation to the total game itself.

The selection of these rules fitting the various skills, practice drills, and learning, as well as basic game elements, was made partially through reference to the basic data drawn from the source material. In some cases, this material presented a definite association of rules for the learning and practicing of the different aspects of a team sport. Where no reference was available, the writer supplied the necessary information on the basis of personal judgment and experience.

In addition to the choice of the essential rules and their place in the instruction, it is necessary to consider rules themselves as they are written. Because of the language used, it is difficult to understand them and their positive and negative ramifications, as they are set down in concise, technical terms. This problem is doubly emphasized for the teacher untrained in the field of physical education. In this study, however, the wording of the official rules has been rephrased by the writer to aid understanding and interpretation.
In addition to the skills, the game, and its controlling rules, the final aspect of learning a team sport lies in the recognition and appreciation of that important factor of cooperation among the members of a team. This is called team play, or team tactics, and includes the most effective ways for a team to respond to a particular situation. The fourteenth question, "What basic elements of team play should be taught?" involves the choice of team tactics essential for the beginning class.

In the review of the literature, considerable material on team play was found. For the most part this material was not applicable to a beginning class, however. The more advanced patterns of defensive and offensive play were far beyond the scope of the beginning player. Therefore the organization and presentation of the basic elements of team tactics were set up at a much lower level on the basis of the judgment and experience of the writer.

In discussing team tactics, two terms must be clearly defined. The offensive team is the team in position to try for a score. In most cases, this means being in possession of the ball. The defensive team is the team in position to prevent their opponents from scoring. In other words, they are not in possession of the ball.
For a beginning class, the following outline was used to present the basic elements of team tactics. It must be remembered that the specific details of team play will be different for each team sport, but the elements of team tactics, as generally considered, are applicable to all team sports. In each analysis, the team tactics as generally considered have been applied specifically to each team sport.

I. Individual responsibilities.
   A. Intelligent and accurate use of skills, when the offensive team.
   B. Intelligent and accurate use of skills, when the defensive team.

II. Group responsibilities.
   A. Intelligent cooperation of the team when an offensive team, in situations involving two or more players.
   B. Intelligent cooperation of the team when a defensive team, in situations involving two or more players.

The first section presents consideration of the individual only and his contribution to the team success. The second section presents the team as a group of players, working together for the success of the team as a whole.

The fifteenth question presents the next step in the method of teaching, "Where shall these elements of team tactics be introduced to the players?" Here it is
necessary to clarify the basic teaching aims of team sports. As mentioned in the discussion of the place for the teaching of rules, the various aspects of the technical content of a team sport should be presented in conjunction with each other for more effective learning on the part of the student. The immediate aim of the teacher is to teach the playing of the game as a total unit. The various aspects of the team sport, such as skills of body movement, game elements, rules, and team tactics, should be associated together in the teaching. Although the emphasis may be on a particular skill or game element, the future use of that skill will be more effective if the other aspects of the team sport, limiting and defining the skill are associated in the learning and practicing as essential, integral parts of the skill. In team sports, this is termed "associated" learning.

Presenting team tactics to the beginning class, therefore, should be a part of the learning of skills, game elements, and rules in both presentation and practicing situations. In addition, the emphasizing of team play during the playing of the game itself should include the intelligent and accurate use of skills, recognition of essential rules, and ready response to the mechanical aspects of the game.
In the review of the literature, descriptions of ways and means of practicing various skills in the mechanical situations of the game were found that made definite reference to the application of team tactics. However, these were not numerous. The writer, therefore, on the basis of experience and judgment, has selected those elements of team tactics applicable to each team sport. These have been placed in the analyses as specific coaching hints to be used while a game is in progress, as well as coaching hints attached to the presentation, learning, and practice of the various aspects of the sport.

The last question, "Which basic elements of the total content of the game shall be taught in conjunction with each other to the greater understanding of the student?" concludes the method of teaching as proposed by this study by setting up units of associated learning, including all the aspects of the technical content of a team sport, skills, game elements, rules, and team tactics. In addition, practical tests of skills of body movement are included to show their relationship to the technical content and their possible use by the teacher. No reference in the source material was found for the organization and arrangement of material into these units. However, in the judgment of the writer,
units should be of use to the teacher untrained in the field in the preparation of logical, teachable lessons. Inasmuch as the source material was primarily written for the use of the teacher trained in the field, it is understandable that such references would contain no pattern for associated units of learning, as the experience and knowledge of the teacher make it possible for her to organize the technical material to the best advantage of her particular teaching situation. On the other hand, the untrained teacher does not see these relationships unless they are clearly pointed out to her.

At the end of the analysis for each team sport, an outline of associated units of learning will be found. This outline presents units of technical material from all aspects of teaching a team sport that might be associated together in the learning. These units do not constitute one class lesson but more often contain material to be presented over several class periods. The teacher untrained in the field of physical education must understand and appreciate that by teaching and practicing a basic skill within the limitations imposed by the rules, certain game situations, together with team tactics, will be more effectively performed in the game itself. This will bring greater satisfaction to the student, thereby achieving to a greater degree, the
objectives of a team sport and its place in the program of physical education.

Once the choice of material was determined, the pattern of the total analysis for each of the four team sports was constructed into a method of teaching according to the following plan. This plan was based on a study of the various plans used in the source material, in direct relation to the needs of the teacher untrained in the field. In its final form the proposed method of study was set up in the light of the objectives of this study and on the basis of the judgment and experience of the writer.

I. Object of the game.

II. Equipment.

III. Space.

IV. Players.

V. Basic physical skills of body movement.
   A. Analysis of movement.
      1. Preparation.
      2. Act of moving - or hitting.
      3. Follow through.
   B. Coaching hints.
   C. Ways and means of practicing.

VI. Basic game elements.
   A. Individual responsibilities to the team.
VI. Basic game elements - continued
   B. Group responsibilities.
   C. Advantageous use of equipment and players.

VII. Basic rules.

VIII. Tests.

IX. List of advanced techniques.

X. Bibliography.

Throughout the analyses suggested desirable teaching hints are called to the special attention of the teacher by means of Notes. These Notes include precautions, reminders of previous material, suggestions for associated learning, and explanations of particular technical aspects not otherwise mentioned.

In addition to these Notes, certain general observations common to the teaching of all team sports, are outlined at the beginning of the chapter containing the analyses. These remarks center around the actual teaching of a class. They contain suggestions for organizing a class, methods of presenting material to a class, selection and organization of material for a class lesson, hints about use and distribution of equipment, and techniques of testing.

In conclusion, it may be seen that the basic data for the teaching of the skills of bodily movement
essential to a team sport and their accompanying practice patterns and coaching hints have been drawn directly from the five areas of source material. The other aspects of the technical content of a team sport, game elements, rules, and team tactics, have been adapted from material found in the sources, supplemented where necessary by the judgment and experience of the writer. The whole has been welded into a method of teaching organized to meet the needs of the teacher untrained in the field of physical education.
CHAPTER IV

ANALYSIS AND PROPOSED METHOD OF TEACHING

GENERAL REMARKS

Certain general considerations of the teaching of team sports in the program of physical education should be pointed out to the teacher who lacks background or experience in the field. The principles of good pedagogy are part of all teaching, but their application to the presentation and organization of material differs in the various fields of education. Physical Education, because of its nature, as well as the physical setup in which it must be taught, employs different teaching procedures from those used in other fields. The facts that in the physical education class there are no physical limitations of desks and chairs; that the learning comes through physical activity of large neuro-muscular patterns rather than through seeing the written word; that group rather than individual activity characterizes the class; these facts make it obvious that the methods for organizing and presenting material in a physical education class must be different from the usually considered classroom activities.

Team sports as represented in this study form roughly fifty per cent of the total program in physical education.
The following general considerations are presented in outline form with direct application to the teaching of a class in one of the four sports, volleyball, basketball, soccer, softball:

1. Planning of units of learning.
2. Planning of class lesson.
3. Organization of class.
4. Method of presenting material to class.
5. Distribution and use of equipment.
6. Techniques and use of tests.
7. Preparation of teacher untrained in the field of physical education for teaching the class lesson.
8. Plan of proposed method of teaching team sports as followed in this study.

Planning of Units of Learning

The planning of units of learning in team sports is divided into two parts. First, the total technical content of the teaching should be listed under the following headings:

1. Skills of body movement.
2. Game elements.
3. Team tactics.
4. Essential rules.
5. Tests.
These lists indicate all the material to be covered at the particular level of teaching, beginning, intermediate, etc. In this study, the technical content is at the beginning level.

Arrangement of these lists, on the basis of the teacher's judgment and knowledge, from the simplest element to the most complicated indicates the level of learning difficulty. This organizes the technical content of the course on a basis of the expected level of teaching. This part of the planning of the units of learning is necessary before the second part can be undertaken.

Second, the content material listed in the first part of the planning is arranged into units of learning according to the various items that should be taught together. This has been referred to in this study as the units of associated learning. For example, in volleyball:
<table>
<thead>
<tr>
<th>Physical skills</th>
<th>Game elements</th>
<th>Team tactics</th>
<th>Rules</th>
<th>Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling ball</td>
<td></td>
<td></td>
<td>Ball rules</td>
<td></td>
</tr>
<tr>
<td>Overhand volley</td>
<td>Rally over net</td>
<td></td>
<td>Net rules</td>
<td></td>
</tr>
<tr>
<td>Position of readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underhand volley</td>
<td>Pattern of game</td>
<td></td>
<td>Playing areas</td>
<td>&quot;liners&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ball in play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dead ball</td>
</tr>
</tbody>
</table>

Each unit of associated learning does not necessarily indicate the teaching of one class lesson. Frequently, several lessons are needed to accomplish the material of the unit. Associated units of learning are important because all items from each aspect of the technical content of a team sport that are associated together in the learning process are presented in conjunction with each other. This makes for better student understanding and more effective learning. The material in this study has been set up on the associated level of learning.
Planning for the Class Lesson

In planning the class lesson, two steps must be taken. First, the material to be covered must be selected with reference to the plan of the immediately preceding lesson and the unit of associated learning being used at the particular time. In this way, each lesson is in logical progression, both from the attainment of the class and the material to be covered.

Second, the selected material should be organized into a lesson plan according to the general outline as follows:

1. Warm-up exercises.

   At the beginning of every class period it is well to have the students perform certain simple exercises or drills to warm up preparatory to more intensive exercise. In team sports, the warm-up exercises should be closely related to the sport being taught.

2. Introduction of new skills or the reiteration of previously learned skills.

   If new skills are presented, an analysis of body movement should be made to assist the teacher in explaining the precise body movement needed to perform the skill. This is presenting the material to the class. At the same time, if
the skills have already been analyzed for the class, sufficient repetition of the body movement with reemphasis and clarification of pertinent points should be made at this time.

Accompanying the presentation of the material to the class should be the organization of the class itself into convenient units for efficient learning. This largely consists in setting up groups of students and planning how they will be moved from situation to situation.

Once the material has been presented to the class, the drill that is to be used to practice the just learned skill should be presented. The use of practice drills is very important. They should be constructed to simulate a game situation with direct reference to rules and team tactics associated with the expected learning as a total experience. The pattern of the drill should be made clear to the students at the beginning. The skill being practiced should be pointed up with appropriate coaching hints. Practicing should be stimulating to the students so that they perform with interest and enthusiasm. The success of the total learning of a team sport will be as great
as the intelligent and stimulating practice of the drills during the teaching.

Coaching hints should be listed for use in the lesson to emphasize pertinent points and correct common errors. These hints are the teacher’s way of talking to a class in action to improve the performance.

3. Using the skill in a game situation.

Approximately one-third of the class period should be used to play the game itself. This is generally the latter part of the period. During this time, the emphasis is laid on the development of team play among the members of the team. Accurate and intelligent use of skills should be pointed out as a basic element of a team’s success. Quick response to the mechanical elements of playing the game and understanding and appreciation of the rules should be indicated in this part of the lesson. This practice should tie together all the component parts of the lesson and thus give them value to the student in the playing of the game itself.
Organization of the Class

A class in a team sport should be divided into convenient groups to make learning and practicing as effective as possible. When dividing a class into groups, the following factors should be taken into consideration:

1. The amount of equipment and space available will be of first consideration. The number of groups will be determined by the number that can effectively work in the available space. The number of groups will also be determined by the equipment available. If possible there should be one ball, or one ball and bat, for each six students.

2. The division of the students will also depend on the skill levels represented in the class. If all the students are from the freshman or sophomore classes, the level of teaching will probably be the same for the class. However, if there are junior and senior girls mixed with freshmen and sophomores, several different levels of skill will probably be represented. In this case, the division will be made on the basis of skill and knowledge of the sport.
3. If squads are used as a means of calling roll, it may be convenient to use these groups, provided space and equipment available are adequate for the number of squads.

When squads are not used for roll call, and there is no advantage in dividing the groups on the basis of skills, the following ways may be used to divide the class into convenient teaching groups provided there is sufficient space and equipment:

1. Allow students to group together according to their own choice.
2. Divide the group mechanically, i.e., by drawing straws, numbering off, alphabetizing.
3. Divide into class groups, freshman, sophomore, etc.

The manipulation of the class during a lesson from situation to situation on the basis of these groupings can be made even more effective by numbering, lettering, or naming each squad, electing or assigning a leader, and designating each squad with a pinnie of a different color. (See explanation of "pinnie," page 51.)

**Presenting New Material**

The following outline indicates a simple method of presenting material to the class to insure maximum
understanding:

1. A verbal explanation of the skill in conjunction with a demonstration by the teacher is the first step in presenting a new skill. This should be done slowly and clearly to the whole class at least twice before the students attempt the skill. This describes the skill to the students both visually and verbally.

2. The class should go through the movements slowly as a group while the teacher coaches and corrects.

3. It is frequently necessary for the teacher to redemonstrate the skill with the verbal explanation to clear up any misunderstanding on the part of the students.

4. The squads should then take over the practice of the skill itself with emphasis on the correct body movement.

5. The pattern of practice which has been set up as the drill for the skill should be presented. At first, emphasis in the learning should be laid on the mechanics of the drill in such a way that the students know precisely where they are moving and when. Once this pattern has been learned, the emphasis should be laid on
practice of the skill and the associated rules, game elements, and team tactics that complete the learning.

6. The element of competition in relay form, test form, or scoring should be added to the learning to stimulate students to accomplish the best possible performance.

7. When playing the game itself, the value of the skill and its successful performance should be pointed out to the students.

Testing

Before presenting tests for measuring any team sport skills, one must establish the reasons for testing and a few simple rules to follow when giving tests.

Over a period of years certain skill elements of the various team sports have been isolated and tests constructed to measure, as nearly as possible, a particular element apart from the others. In addition to being administratively sound, these tests fulfill the requirements of validity and reliability. Their use in the teaching program has four aspects as follows:

1. The teacher is able to evaluate her teaching. She can improve her teaching methods by having the opportunity to check on what students have learned.
2. The student has an opportunity to evaluate his ability to perform, and can base that evaluation on concrete, objective scores. If guided properly, she should be able to improve herself on the basis of the motivation of the test.

3. The test may be used as a teaching device to assure each student a certain amount of guided practice in an isolated skill. Such practice should not be used long, as the skill should not be isolated from the game situation since playing the game is the prime object of the teaching.

4. Tests may be used as a means of grading or of determining a part of the total grade. As mentioned above the game is the prime objective. Therefore tests are not a complete picture of a student's ability. They are only an indication of the accuracy of her skills as tools in playing the game.

When including testing in the teaching program it is well to remember a few general ideas that will make the testing more interesting for the student, easier for the teacher, and more reliable as a measurement.
1. Have all necessary equipment, balls, stop watch, extra lines, etc., ready before class so that the learning of the test need not be interrupted by such preparation.

2. Organize the class into convenient groups for taking and scoring the test. If possible utilize the squad organization of the class. The test scores should be as accurate as possible. If properly instructed, students can score each other with sufficient accuracy on most tests. It is good teaching to have them help, for then all students are occupied during the class instead of half having to wait with nothing to do.

3. Make instructions for the test simple, accurate, and understandable. Don't rush this verbal information. Demonstrate the test before students take it. Before scoring starts, allow them a few moments of practice to become acquainted with the physical setup and the action of the test. Make sure all students understand both the taking of the test and the method of scoring. For accuracy in test results, this presentation is of greatest importance.
4. When giving a particular test take three separate scorings on it, but never in succession. If possible give the three trials on at least two separate days.

**Distribution and Use of Equipment**

At the beginning of the sections for each team sport all balls used for sports are pictured. The one for the particular sport under discussion is indicated. This gives the untrained teacher the opportunity to observe the difference in size and construction of the balls.

Equipment should be ready for class previous to the calling of roll. All necessary lines, patterns, stop watches, whistles, chalk, etc. should be ready for use. This will save time. After school, or outside of the class hour, when time is available for voluntary student practice, some arrangement should be made for signing out and returning equipment. It should not be left on the court from day to day, where it may have improper use or deteriorate from exposure.

"Pinnies" are rectangles of cloth made like a bib in both front and back. They are used to distinguish one team or one squad from the others and can be made or purchased through a sporting goods store.
Preparation of the Teacher Before Class

A teacher untrained in the field of physical education should make definite preparations before meeting the class. This will take time, but will be of great value. The following suggestions may assist in this preparation:

1. Read the material which the lesson covers carefully and intelligently.

2. Experiment personally with the ball, or with the movement, to more clearly realize what should be expected from the students, as well as to prepare correct demonstration of the skill.

3. Visualize the actual teaching situation, moving the class from one situation to another.

4. Plan the lesson carefully. Write it down and take the written lesson to class. If necessary, refer to it for pattern of practice, coaching hints, analysis of movement, etc.

5. When the lesson is over, note its successful and unsuccessful parts. When writing the next lesson plan, take these into consideration.

In any team sport, the teacher's responsibility is to teach the game with sufficient success to satisfy the
student's needs. The players must have practice in the basic skills of body movement essential to playing the game, understanding of the mechanics of playing the game, knowledge of the basic rules by which the game is played, and ability to play as a team successfully by functioning as a unit through the practice of certain team tactics. This will come only through careful preparation on the teacher's part.

Plan of the Analysis and Proposed Method of Teaching Team Sports

The organization and presentation of the material essential to the teaching of the four team sports, volleyball, basketball, soccer, softball, to a beginning class is incorporated in the analyses. An attempt is made to instruct the teacher what material to present and how to teach it. The following outline is followed:

I. Object of game.
II. Equipment.
III. Space.
IV. Players.
V. Basic physical skills.
   A. Preparation.
   B. Act of moving.
   C. Follow through.
C. Follow through.
D. Coaching hints.
E. Teaching aids.
F. Ways and means of practicing.

VI. Basic game elements.
A. Pattern of game as a whole.
B. Organization of game.
C. Mechanical aspects of playing game.

VII. Basic team tactics.
A. Individual responsibilities.
B. Group responsibilities.
C. Advantageous use of equipment and players.

VIII. Basic rules.
IX. Tests.
X. Advanced techniques.
XI. Bibliography.

XII. Unit of teaching organized around elements essential to playing the game called associated units of learning.

Note: In the diagrams describing the practice drills it should be noted that the broken line indicates running of player. The solid line with pointed head indicates the path of the thrown, kicked, or batted ball.
VOLLEYBALL

OBJECT OF THE GAME

The game of volleyball is played by batting the ball with the hands back and forth over the net. This movement is called the "rally." The objective for the beginner is to keep the ball from touching the floor in his own half of the court. Once the skills are acquired and the game itself is played with some success, the objective is to place the ball in the opponents' court in such a manner, and in such an area, that the opponents are unable to return the ball successfully.

EQUIPMENT

To play the game the following equipment is necessary:

1. Net.
2. Two upright standards set firmly in the floor thirty-two feet apart, or four hooks placed in the wall and capable of holding a rope or cable.
3. Leather volleyball.

Note: When purchasing equipment, ask for regulation volleyball and net. There are rubber balls available that are regulation in every way. These are adequate if it is impossible to obtain leather ones.

If possible there should be one volleyball for every six students in the class.

The net should be stretched between the two upright standards or the hooks, as the case may be, by the four corners in such a way that the top of the net will be seven feet six inches from the floor.

SPACE

The regulation volleyball court consists of a playing area sixty feet long and thirty feet wide with at least a fifteen foot space overhead free from obstruction.
Note: Many volleyball courts do not conform exactly to these requirements. But do not let this factor keep the game from being included in the physical education program. Use what space is available, and adapt rules to fit the local conditions.

The following diagram shows the essential lines which should be marked on the court and their names, which are included to clarify the material presented in the section on Volleyball. The line drawn directly under the net should be clearly indicated as it divides the court into two equal halves. A player makes a foul if he steps over the line into the opponents court during a game, and, thereby, loses a point for his team.

PLAYERS

Eight players make up an official volleyball team. As many more players as desired may be used in a game as substitutes, but no more than eight play at one time.
BASIC PHYSICAL TECHNIQUES

I. Handling the ball.

Since the game of volleyball consists of returning the ball over the net by batting it with the hands, and does not allow the player to hold the ball, nor to hit the ball with any other part of the body except the hands and forearm, the value of learning to handle the ball properly is obviously very important.

Successful learning of this technique brings control and accuracy to all volleyball techniques. Therefore it should be the first technique taught to a beginning group. Continuous practice by the more experienced players will help them to achieve a high level of skill.

The simplest way to get the feeling for this most fundamental of all volleyball techniques is to practice batting the ball six feet over the head in a continuous series without stopping. If possible, this should be done individually within small groups, each group having a ball.
The analysis of hand movement is as follows:

Preparation:

1. Both hands cupped with fingers flexed - curled.
2. Palms facing up, thumbs together.
3. Elbows bent as hands will meet the ball above the waist.

Act of batting:

1. Ball is pushed up from cupped hands by a pinching movement of the fingers.

Note: By using this pinching movement, the ball is less likely to fall into the heel of the hand and bounce off that firm but uneven surface and thus misdirect the return of the ball. This
pinching movement also reduces the speed of the ball by the action of the flexing of the fingers on its surface, and thus provides more control.

2. Each time the ball falls into the cupped hands, the pinching movement should occur, timed quickly enough to keep the ball from hitting the heel of the hand as explained above. This timing of the flexing of the fingers and the falling of the ball makes for accuracy and control of the return.

3. It is absolutely necessary to keep the eyes on the ball all the time.

Coaching hints:

1. Always use two hands.
2. Keep eyes on the ball constantly.
3. Meet the ball up in front of the face - reach for it.
4. Don't let ball hit the heel of hand.
5. Direct ball over the head.

Teaching aids:

1. Demonstrate the position of the hands and the pinching motion, explaining value of the movement. Have class imitate movements.
2. Demonstrate with ball, pointing out error of not watching the ball, of letting ball hit the heel of the hand, etc.
3. Have group practice in squads until each player has tried the skill.
4. Conduct a contest in each squad to see who can keep the ball up the most number of times without dropping
it. Find champion of each squad, and then champion of the class.

Note: The plan for teaching individual techniques is outlined in the introductory remarks on teaching team sports. (Page 46-48)

This general plan can be used with slight adjustments for the teaching of all basic techniques. The above outline demonstrates a method of adjusting the plan to the presentations of a specific skill.

II. Receiving ball from opponent.

When a volleyball game is in progress, each member of the team should be alert, poised for movement, with eyes constantly on the ball. This position of the body in readiness waiting to receive the ball from the opponents is analyzed as follows:
Position of readiness:

1. Feet apart, left foot slightly forward.
Note: Remember - if a player is left-handed, the right foot will be forward.

2. Knees slightly bent, which gives body a somewhat crouched position.

3. Weight is over balls of feet, body poised to move at slightest need.
Note: In further discussion of basic techniques, this position will be referred to as the "Position of Readiness."

A. Receiving balls above the waist line - overhand volley.

The successful returning of the ball is the ultimate aim of the game. Therefore learning to return the ball with a fair degree of accuracy means the
difference between success and failure in the game on the part of the players.

In receiving the ball from the opponents, the player may return it by one of two methods, depending upon the position of the player in relation to the ball at the moment of contact. If the ball falls so far forward in front of the player that he is unable to run forward and get under the ball as it drops, it is necessary to bat the ball from a position below the waist — in the lap, so to speak. This return is called the "underhand volley."

In most situations, however, it is possible for the player to move into a position under the ball as it falls. The ball is then batted from above the waist, at shoulder or face level. Batting the ball in this position is called the "overhand volley."

Because of the necessity of controlling the ball by reducing its speed and the directing of its future flight, the overhand volley is a more successful means of returning the ball. In the first place, the ball is up in front of the eyes, where the relationship of the player to the ball is more easily perceived. In the second place, the chance of misdirecting the flight of the ball by having it fall against the heel of the
hand is considerably lessened as the pinching movement is better timed in the position above the waist.

The overhand volley, therefore, being the most frequently-used means of returning the ball, is the first volley to be presented to the beginning group.

Preparation:

1. Correct position of readiness.
2. Elbows away from the body.
3. Both hands cupped above the waist, palms facing up, and thumbs together.

Act of batting:

1. Player must be under falling ball.
2. Hands reach toward ball as -
3. Ball falls into cupped hands and is pinched up by flexed fingers.
4. Arms "give" with the impact of the ball to reduce its speed and force.
5. Knees are straightened, and weight shifts forward as ball is batted forward and upward.

Follow through:

1. Arms and body follow up in direction of flight of ball.

Note: It is against the rules to touch the net at any time when the ball is in play. A point is lost by the offending team each time this occurs. Warn players of this at the start to prevent the formation of a bad habit.

Coaching hints:

1. **Get under the ball.**
2. **Use both hands.**
3. **Keep eyes on ball constantly.**
4. **Pinch ball with fingers.**
5. **Do not let ball touch heels of hands.**
6. "Give" with ball as it falls into cupped hands.

7. Follow through, forward and up.

Ways and means of practicing:

1. Place two teams on opposite sides of the net. Throw a ball into the air and start batting it back and forth across the net, using the overhand volley.
   a. Count the number of continuous successful volleys the two teams can make in one minute, three minutes, etc.

2. Line up teams, four players from each team on each side of the net in a column. First player throws the ball across the net. It is returned by the first player on the other side with the overhand volley to the
second player on the starting side, the first player having gone to the end of the column. The second player volleys it back in the same manner to the next player on the other side of the net. This pattern of returning the ball continues until all have volleyed a sufficient number of times to acquire skill.

a. After skill has been achieved, this form of practice can be used as a relay to discover which group can complete one volley per player in the shortest period of time.
3. Place each team in a circle approximately twenty feet in diameter. Volley the ball from player to player around the circle, using the overhand volley

a. Count number of successful passes each team makes in one minute, three minutes, etc.

B. Receiving ball below the waist - underhand volley.

Preparation:

1. Correct position of readiness.

2. Both hands cupped in lap, palms facing up, little fingers together.

Note: The difference between the hand positions of these two volleys, apart from the fact that one is received at shoulder
level, the other in the lap, is of the greatest importance. In the case of the overhand volley, the thumbs are together, and in the case of the underhand volley, the little fingers are together. Be sure to point this out to the class, having them demonstrate the two positions without a ball and recognize the differences.

Act of batting:

1. Player must be under falling ball.
2. Ball falls into cupped hands and is pinched up by flexed fingers as -
3. Arms carry ball forward and up, and -
4. Knees are straightened.

Follow through:

1. Arms and body follow up in direction of flight of ball.

Coaching hints:

1. Get under ball.
2. Use both hands.
3. Keep eyes on ball constantly.
4. Pinch ball with fingers.
5. Don't let ball hit heel of hand.
6. Be sure to follow through, forward and up with the ball.

Ways and means of practicing:

1. Place each team in a circle approximately twenty feet in diameter with one player in the center. Ball is thrown by the center player fairly high in the air to each player individually, who returns it to the center player, using the underhand volley. This practice will
necessitate the players learning to judge the place of the falling ball in order to meet it below the waist. The center player will catch the ball and repeat the throw to each player in turn.

2. Two players face each other ten feet apart. A ball is thrown to start a continuous underhand volley between the players.

   a. Count number of successful volleys made in one minute, three minutes, etc.

3. Play "teacher and pupils."
   Line team up and designate one as "teacher", who stands ten feet from the line of "pupils." Ball is started by a throw, and, thereafter, with an underhand volley from "teacher" to the first
"pupil" to "teacher", to the second "pupil" and so on down the line. If a "pupil" drops the ball, she goes to the foot of the class. If the "teacher" drops the ball, she goes to the foot of the class, and the first "pupil" takes her place as "teacher."

Each time the ball is dropped it starts back again, being thrown to the first "pupil" in the line.

III. Passing the ball.

Passing the ball may be considered as either passing the ball to one's self overhead, as practiced in the basic skill of handling the ball, or passing the ball to a teammate who is standing in a better position to return the ball to the opponents.

Note: Returning the ball always indicates that the ball goes over the net to the opponents. Passing the ball indicates that the ball stays on the same side of the net in which the
volley was first taken. This should be made clear to the class.

Passing the ball to oneself is called the "set-up to self," or more commonly, the "double hit." Each of the three players legally allowed to bat the ball before the ball must be returned to the opponents may use the double hit before passing the ball on to a teammate or returning it to the opponents. This skill is very important in the game since it is possible to reduce the force and speed of a ball by setting it up to oneself and thereby have more control and accuracy in passing the ball to a teammate or in returning the ball to the opponents.

It is wise to coach beginners as well as more advanced players to take a double hit before every volley whether a pass or a return is anticipated. The slowing of the game will be more than compensated for by the accuracy of placement in returning the ball, which is the objective of the more advanced game.

A. Passing to oneself - the double hit.

Preparation:

1. Correct position of readiness.

2. Both hands cupped, palms facing up.
a. If ball is received below waist, little fingers will be together.
b. If ball is received above waist, thumbs will be together.

Note: This change of hand position and of the relationship of the little fingers, or the thumbs, should be again pointed out to the students.

Act of batting:

1. Player must be under the falling ball.

2. "Give" with the arms as ball falls into cupped hands, then -

3. Pinch ball over player's head six or eight feet, preparatory to falling
back into cupped hands for pass or return.

Follow through:

1. Hands and arms follow up in direction of flight of ball, but body remains relaxed and unmoving.

Coaching hints:

1. Get under ball.
2. Use both hands.
3. Keep eyes on ball constantly.
4. Pinch ball with fingers.
5. Don't let ball bounce off heel of hand.
6. Relax until ball is lifted up.
7. Direct ball over head.

Ways and means of practicing:

1. Have each player count the number of successful double hits she can make in succession without dropping the ball.
   a. Count number of successful double
hits made per minute.

2. Place each team in a circle approximately twenty feet in diameter. Each player sets up the ball to herself five times in succession, and passes to the teammate beside her.

   a. Use this as a relay.

B. Passing to a teammate - set-up.

Passing to a teammate is usually called a "set-up." According to the official rules, three girls on one team may receive the ball and bat it before the ball must be returned to the opponents. Each one of these players may make a double hit if she chooses, and it would be wise for her to do so, as has been mentioned before, to more accurately control the flight of the ball. This method of passing the ball enables a team to place the ball for the return to the opponents from the best spot on the court and so force the opponent to drop the ball or bat it out of bounds. It is important, therefore, for the members of the team to use accurate, controlled passes.
Preparation:

1. Correct position of readiness.
2. Both hands cupped, palms facing up.

Note: Again the change of hand position for receiving ball above or below waist must be pointed out to the students.

Act of batting:

1. Player must get under falling ball.
2. "Give" with arms as ball falls into cupped hands, then -
3. Pinch ball upward and forward toward the receiver, close to net, and over receiver's head, so that she too can get under the ball.

Follow through:

1. Hands and arms follow up in direction of flight of ball.
2. Body remains relaxed and unmoving since it is unnecessary to put any speed or force on the ball.

Coaching hints:

1. Get under the ball.
2. Use both hands.
3. Keep eyes on ball constantly.
4. Pinch ball with fingers.
5. Don't let ball bounce off heel of hand.
6. Relax until ball is lifted up and forward.
7. Put only enough speed and force on ball to direct it near net and over head of receiver.

Ways and means of practicing:

1. Arrange a team with four players close to the net and four players near the end line. A player near the end line sets up the ball to herself and then passes it to the opposite
player close to the net, who sets up the ball to herself, passes it back to the second player at the end line, and so forth, until all have received and passed the ball. After this has been done several times, those players near the net change places with those at the end line to allow both sets of players to work for accuracy in setting the ball up near the net.

2. Arrange the team in a column with four girls on each side of the net. Player at the end of the column near the end line passes to the next player, who passes to the next player, who passes, in turn, to the net player, who returns the ball over the
net to the player near the end line of the opposing column of four players. Continue this as the net player goes to the end of the line and all other players move forward.

   a. Use this as a relay.

   At this point it is necessary to understand the adjustment that must be made to successfully receive a pass from a teammate. This change occurs in the following manner:

   1. If the player is standing on the left side of the court, (determine the left side by facing the net and holding up the left hand, which indicates the side of the court called left) she turns her left shoulder to the net.

   2. If the player is standing on the right side of the court, (the right side is
determined in the same way as the left side, except that the right hand is held up) she turns her right shoulder to the net.

3. If the player is standing in the center of the court, she turns her back to the net.

By making these adjustments, it is possible to keep the eyes on the ball, and be prepared to take the approaching pass.

IV. Serving.

In volleyball, the ball is put into play at the beginning of the game and after every point is completed by means of a technique called the "service", or the "serve" as it is more commonly known. The serve simply means putting the ball into motion by batting it from a specified spot on the court so that it will go over the net into the opponent's court.

Since only the serving side may score, it is important that the players be successful in putting the ball in play by means of the serve. Otherwise a team loses the opportunity of winning a point. More important,
with an unsuccessful serve the team loses the serving privilege to the other team.

According to the rules, only one try for each serve is allowed each server in her turn to serve, which lasts until her side loses a point. The rules allow one serve to be assisted over the net by another player. But for beginning as well as intermediate players, it is better to learn to perform the serve unassisted. Some beginning players claim that they cannot get the ball over the net, but if an unassisted serve is insisted on, almost all players of high-school level will accomplish the skill in a short time. For grammar and junior high-school players some adjustment may be made, preferably in keeping the unassisted serve and moving the serving area forward into the court proper.

Since the serve comes from a specified area of the court, it is practical to teach and practice it from that area. At the time of teaching the serve, it is also practical for the players to learn the four basic rules concerning the service, and thus prevent development of bad serving habits. These rules are as follows:

1. The server may not step over the end line until after the ball has been batted.
2. To perform the serve, server must stand within the marked-off area, 10 feet from the right rear corner back of the end line.

3. The ball on the serve must land inside the boundary lines of the opponent's court.

4. A serve which hits the top of the net and falls into the opponent's court is to be re-served. This is called a "let" serve. (This is not to be confused with a "net" ball on the rally, which is not taken over but considered a good ball.)

The basic serve in volleyball is called the "underhand" serve.

A. Underhand serve.

Preparation:

1. Feet in forward stride position, left foot ten inches ahead of right foot.
2. Shoulders facing net.
4. Weight on right foot.
5. Ball held in left palm and in front of right side of body.

Act of batting:
1. Swing the right arm backward, then forward as a pendulum, and bat the ball off the left palm, as
2. The weight swings forward, and the knees and body straighten forward and up.

Follow through:
1. The arm swings forward and upward in direction of flight of ball to carry it over net.

Coaching hints:
1. Keep the eyes on ball constantly.
2. Do not hit ball with wrist or forearm, but with the flattened palm.

3. Keep shoulders square with net.

4. Swing arm backward and forward, not around the body.

5. Follow through, carrying ball over net.

Ways and means of practicing:

1. Count number of successful serves made by player out of ten tries.

2. Have player serve ten serves, alternating placement of ball between right and left sides of opponent's court.

V. Netted Balls.

A netted ball is a return from one team to the other on a rally in which the ball does not clear the net but, instead, falls back into the court from which the volley was started. Since this is a frequent occurrence during a volleyball game, especially with beginners,
it is important to learn early in the game how to recover these balls and thereby save an otherwise lost point.

The ball must be recovered before it has touched the floor. The player making the recovery must not step or fall over the center line drawn directly under the net.

A. Recovery of netted balls.

Preparation:

1. With side toward net, crouch under falling ball.
2. Keep both hands cupped, palms facing up, arms reaching toward ball, well away from body.

Act of batting:

1. As ball falls into cupped hands, pinch with fingers, directing it upward and backward away from net.
2. If possible, knees should straighten to impart force to ball and get it sufficiently high for a teammate to play.
Follow through:

1. Arms should follow through upward and backward.

Coaching hints:

1. Keep eyes on ball constantly.
2. Use one or two hands but reach toward ball.
3. Move fast toward ball.
4. Get under ball.
5. Get close to ground.
6. Pinch ball up and back to a teammate.
7. Do not touch net.

Ways and means of practicing:

1. Line team up in column behind net. Throw ball into the net and have the first player in line recover ball. After her turn, she goes to end of line. Throw for the second player, etc.
2. Line team up in column behind net. First player throws ball into net and
recovers for self, passing ball to second player, who repeats, etc.

a. This may be used as a relay when players become moderately familiar and successful in recovering the ball.

BASIC GAME ELEMENTS

In teaching team sports, it is well to get some pattern of the game started at the same time that the basic physical techniques are being learned. The players can then more easily see the future use of the techniques and, in this way, may be more interested in learning them. It makes for greater interest and enthusiasm in the learning because it is really playing the game.

At the junior high-school level, the learning of the batting skill may take such a long time that the introduction of the actual game cannot be presented early enough to keep the students' interest. However, it is possible to teach the game pattern by using a simpler physical skill—catching and throwing the ball—in
place of the batting. This game is called Newcomb. Substitution of the batting should take place as soon as the players have had sufficient practice in the overhand volley to acquire some skill.

Note: The analysis of the game elements has been presented in a teaching progression.

I. Learning pattern of game as a whole.
A. Introduction

1. State and explain the object of the game by demonstrating batting the ball back and forth over the net.

2. Organize the group into teams and place two teams in position on opposite sides of the court.

Note: Other teams in the class should observe this preliminary demonstration and discussion before taking their places on a court.
B. The rally.

1. Explain that the rally consists of the balls passing back and forth over the net, batted by hands and forearms only.

2. Define:

   a. **The playing area** is the space inside the boundary lines where the ball is considered "good" and must be played.

   b. Any ball is **out of bounds** when it touches the floor outside the boundary lines.

Note: Emphasize that a ball going out of the playing court is not actually "out" until it touches the **floor out of**
bounds. Warn the players not to catch a ball obviously going out of bounds until it does touch the floor. Otherwise the point is lost for the team who illegally caught the ball.

c. A ball that lands on the line is considered "good" and is called a "liner."
d. Players may never touch the net when the ball is in play.

C. The service.

1. Explain that the service is the means used to put the ball in play.
Note: Since the serving technique will not be presented until after several class meetings, merely throwing the ball over the net will be considered a serve.

2. Limitations of the service:
   a. The serve must be taken from behind the end line in an area marked off ten feet from the right rear corner.
   b. A "good" serve must land inside the opponent's court.
   c. The server may have only one try for each serving attempt.
   d. The same server continues to serve until the serve is not good.
or the ball is lost on a rally.
e. The server may not step over the end line until the ball has been thrown.

D. Scoring.

1. A point.
   a. A point is made only when the serving side wins a rally.

2. Total score:
   a. The total score is made by adding up each point made when the side is serving.
      Example: 1+1=2, 2+1=3, 3+1=4, etc.

3. When serving side loses the point:
   a. Neither side receives the point.
   b. The serving side loses the opportunity to serve.
c. The side which has been receiving the serve now becomes the serving side and can accumulate points toward a score.

4. Penalties:
Any violation of the rules of the game by either team incurs the following penalties:

a. If a serving team:
The opportunity of continuing to serve and make points is lost to the other side.

b. If a receiving team:
A point is made by the serving team.

II. Reviewing the pattern of the game of volleyball.

Note: The material learned in the first part of this discussion is a presentation of the whole game. The game will be
played from that explanation without the use of the official serve. The reviewing of this pattern is important in the formation of habits necessary to the legal playing of the game.

A. Introduction.
   1. Restate object of game

B. The rally.
   1. Re-emphasize
      a. A "good" volley.
      b. Out-of-bounds.
      c. Liner
   2. Explain
      a. A net ball occurs when the ball hits the top of the net and falls inside the opponent's court. It is considered "good" and is continued in play.

C. The serve.
   1. Re-define the serve, substituting batting the ball
with the underhand serve for throwing the ball.

2. Re-emphasize:
   a. Area where server must stand to serve.
   b. Area where a serve must land to be considered "good."
   c. Only one serve is allowed with each serving attempt.
   d. Server may not step over end line until ball has been batted out of the hand.

3. Explain:
   a. The let service occurs when the ball hits the top of the net and falls inside the opponent's court. It is taken over - reserved.
III. Organization of a game of volleyball.

A. Choosing side to serve first.
   1. To determine who is to serve first, designate captains of each team (by group vote rather than the teacher choice) and flip a coin, having one captain call "heads or tails." If the way the coin falls and the call are the same, that captain chooses either to serve first, or to take the favored side.

B. Warm-up.
   1. Teams should be given time before the game officially begins to practice volleying the ball. This allows them to warm up as well as become adjusted to the court situation.
C. The service.

1. The serve is rotated among the players on a team clockwise around the floor according to pattern.

2. After losing a point, the team which has been serving does not rotate into the new serving position until the ball comes back across the net and they become the serving side again. As a team becomes the serving side, they move into the new serving position. This is called "rotation."

Note: It is not necessary, according to the rules, to use the rotation system of changing the server. It is possible to assign each player to a definite position on the court and arrange a serving.
order to include all the players. The player whose permanent position is the right back area—the serving area—will change places with each player as her turn to serve comes up. This player is called the "roving server." When the serving period for any player is finished, she resumes her permanent position, and the roving server returns to the right back area of the court, her permanent position.

BASIC TEAM TACTICS

The term "team tactics" as generally used indicates the playing as a unit of the eight members of a team. It involves the activity of each player in relation to all the others and to their places on the court. The ultimate
object is the success of the team as a whole. For the present discussion, the basic team tactics for a group of beginners will be divided into three sections as follows:

I. Individual responsibilities.

A. Position play.

"Position play" is the term given to the idea that each player has a certain area of the court in which all balls returned from the opponents and falling in that area are her responsibility to return if possible. The accuracy and efficiency with which each player covers her particular area is directly proportional to the success of the team. It is, therefore, extremely important that each player be aware of the responsibilities resting on her in returning all balls falling into her particular area.

II. Group responsibilities.

Situations may arise which require a player to move into his neighbor's particular area. If
such situations are anticipated and understood, the bunching and crowding of several players on one part of the court will be avoided. For beginners, the commonest of these situations are as follows:

A. Ball falling between two players.

In this situation, the player on whose right side the ball is falling should take the volley. The ball will be returned with greater surety by this player as a ball is handled with greater ease on the right side of the body. As a player prepares to take such a ball, she should call "out", "my ball", or "I have it" to avoid confusion with another player who may have started to take the ball.

B. A player unable to reach a ball.

When a player cannot reach a ball falling in her area of the court, the player nearest the falling ball should make the volley. It may be the player behind or in front but always the one who is nearest the ball. This solution prevents several players from crowding into the court, each bent on assisting.
III. Advantageous volleying of the ball.

There are three situations in which beginning players may learn to volley the ball to greater advantage, and thus secure more success for the team.

A. Passing the ball.

A ball that has been passed from the back court to a player at net will assure a more accurate and efficient return. A ball directly returned from deep court loses speed and, therefore, is more easily returned by the opponents. Because of the length of the pass from deep in the court over the net, the chance of the success of such a long return is lessened. Such long passes often drop from above into the center of the opponent’s court, the perfect spot to make an easy return. Because of the slowness of the volley the opponents also have plenty of time to get into position to take it. All these factors indicate that a long pass from back court generally makes it easier for the opponents to return the ball. The short return from close to the net is in every
way more practical, as will be seen by the next discussion.

B. Placing the ball.

If, when returning a ball, the sole object of the player is to get it over the net, regardless of where it falls, the volley will generally be easier to handle for the opponents. If, however, the player plans to have the ball fall in a certain area from which the opponent will have difficulty in making a successful return, the advantage of such a return is obvious. This planning to put the ball in a certain place on the court is called "placing" the ball. On the accompanying diagram, it is more difficult to return a ball falling in the part of the court that is shaded, than in the unshaded part. The reason for this is that most players tend to stand on the inside edge of their particular areas of the court and, thereby,
leave the outside or shaded areas of the court with less protection.

C. Recovery of netted balls.

The technique and use of the recovery of the netted ball has already been discussed in this study, but it is necessary to add a few words as to its place in the field of team tactics. Playing the ball out of the net to a teammate before it touches the floor is team work that requires considerable alertness on the part of the player receiving the ball. This player will find it difficult to do more than volley the ball up and back. Therefore, all those players who might possibly be receivers of the ball, must be prepared to receive the pass wherever it may come.

BASIC RULES

The following rules are essential to the playing of the game of volleyball by any group, no matter what degree of skill is possessed. To play the game with maximum enjoyment, all players should have a clear understanding of the rules. The first presentation of the
rules, along with the game proper, should be accompanied with an explanation for their use. Testing players on knowledge of the rules is a means of impressing students with their importance.

I. Rules for the playing area and the rally.

A. The playing area of the court is all the space inside the boundary lines, including the lines themselves. A ball landing any place in that area is termed good and must be returned to continue the ball in play.

B. Any ball which is not returned, when falling into the space marked off by the boundary lines, or, in other words, falling out of bounds, is considered dead, not in play. The point is, therefore, lost to the team failing to return the ball successfully. The ball will not be in play until it has been started again by a serve.

C. Three players on one team may legally hit the ball before it must be returned over the net to the opponents. Each of these three players is allowed to hit the ball twice in succession before passing it, as in a double hit, or the set-up to self.
D. Any ball, whether served or returned during a rally, is considered good if it lands wholly or in any part on the lines. This is called a liner.

E. Any ball on a rally that hits the top of the net and falls into the opponent's court is considered good and continues in play. This is called a "net" ball and must be returned to continue the ball in play.

II. Rules for the serving area and the service.

A. The serving area is a space marked off ten feet from the right rear corner of the court. The server must stand in this area behind the end line to make a legal serve.

B. A ball which has been served must fall within the boundary lines of the opponent's court to be considered good.

C. Any ball, when served, which does not fall within the boundary lines of the opponent's court or does not clear the net is considered dead and will not be in play until it has been started again by a serve on the other side.

D. A point is made only by the side which is serving. When a serving side loses the
point, by either an illegal serve or a failure to return a rally, neither team scores. The serving team loses the opportunity of serving, which then goes to the side which has not been serving and which thereby becomes the serving side. This loss of service and transfer of the serve across the net from one team to the other is called "side-out."

E. The server is allowed one try to put the ball in play for each point. As long as the serving side continues to make points in succession, the same player serves. When the serving team loses a point, the player who has been serving will not serve again until all the other players have had a turn at serving. This is true for both the rotation and non-rotation orders of serving.

F. The ball must be hit by the server before she can step over the end line into the court. In other words, to make a serve the ball must be hit outside the boundaries of the court.
G. A served ball which hits the top of the net and falls into the opponent's court is called a "let" service and shall always be re-served. A server is allowed to re-serve all "let" services, no matter how many may occur in succession.

III. Rules concerning ball and player.

A. A ball in play may not be held in the hands even momentarily. Scooping, lifting, or shoving the ball is considered holding the ball. The ball shall be clearly batted. This rule should be clear to all players at the start of volleyball instruction. When the ball is considered held, the point is lost by the offending team.

B. The ball may not touch any part of the body but the forearms and the hands. If it does, the point is lost for the offending team.

C. At no time when the ball is in play may a player step over the line drawn under the net to divide the court into two parts. Stepping into the opponent's court loses a point for the offending team.
D. A player may not touch the net at any time when the ball is in play.

E. If players on both teams break rules governing the playing of the game, the ball is considered dead and the point will be replayed.

F. Any ball that is apparently going to hit the floor outside the boundary lines is not officially out until it has touched the floor. A player who volleys such a ball back before it has touched the floor and calls "out" will not be allowed to claim the point. Unless it actually touches the floor, it is not possible to determine positively that a ball will hit the floor outside the boundary lines.

IV. Rules concerning conduct of the game.

A. No player may enter a game more than twice. For example, if a player starts on the team at the beginning of the game, she may be taken out of the game, and then be substituted, or re-enter the game again. But, if she is taken out of the game after this substitution, she may not legally play again in that game.
B. Substitutes may enter a game only when their respective sides are in the process of serving. They must report to both the scorekeeper and the referee before going on the court. The ball must be dead, not in play, before they can actually take a place on the team. Failure to comply with these regulations causes the serving side to lose the opportunity of serving or, if the receiving side, a point. These regulations are necessary to maintain order and keep the number of players on the court for each team always equal.

C. The game shall consist of two halves of fifteen minutes each, with a five minute waiting period between the halves. At the end of the first half, the teams will change courts. The team with the highest number of points at the end of the second half wins the game.

The official Volleyball Rules, published every one or two years by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation, may be secured through A. S. Barnes and Company, New York. These rules should be used to
decide all questions arising over the playing of the game. A copy of the current guide is essential to the teaching of volleyball.

VOLLEYBALL TESTS

The simple tests presented here cover the four skill techniques common to the beginning class in volleyball.

Note: Suggestions for the use of these tests will be found in the "General Remarks" at the beginning of this chapter.

I. Overhand volley.

Directions:

1. Stand on a line drawn three feet from the wall on which is marked a line seven feet six inches from the floor, the height of a volleyball net. (The line may be as long as space permits in order that a number of students may be tested at one time.)

2. With an underhand movement, throw the ball toward the wall.
3. When it rebounds, the player volleys the ball with the overhand volley back to the wall and above the 7'6" line continuously.

Rules:

1. A double hit may be made, if necessary, as many times as desired by the student.

2. The ball may be caught and restarted as at the beginning of the test.

3. If the ball goes out of control, it must be recovered by the student, brought back to the three foot line, and restarted as at the beginning.

Scoring:

The score shall be the number of times the ball is volleyed (not thrown) from the three foot line on the floor to the wall, on or above the 7'6" line, during a thirty minute period.
II. Underhand volley.

Directions:

1. The player shall stand behind a line fifteen feet from the wall, on which is drawn a 7'6" line, the height of the net.

2. At a signal, the player shall serve the ball with an underhand serve at the wall.

3. As it rebounds, it shall be volleyed continuously back to the wall using the underhand volley.

Rules:

The same rules as those governing the test for the overhand volley shall apply here.

Scoring:

The score shall be the number of successful volleys from the fifteen foot line to the wall, on or above the 7'6" line in one minute.
III. Double hit.

Directions:

1. Place the ball in the palms of both hands.
2. At a signal, hit the ball up, overhead, and in a series of successive volleys.

Rules:

If the ball becomes out of control, the student will recover it, and returning to the spot where the test was started, start volleys again as at the beginning.

Scoring:

The score is the number of times the player successfully volleys the ball over her head in one minute.
IV. Serving.

Directions:

1. Draw chalk lines on the regulation court according to the diagram below. Place the point value of each area where it can be clearly seen.

2. The player being tested stands behind the end line in the serving area, and is given ten serves into the target across the net.

Rules:

1. Any legal serve is permitted.

2. A let serve shall be reserved.

3. If the ball lands on a line between two areas, the points of the higher scoring area are counted.

Scoring:

The score is accumulated according to the point values of the areas in which the ten serves land.
ADVANCED TECHNIQUES

Below is an outline of the more advanced techniques for a group skilled and experienced in the beginning techniques and the playing of the game. Information concerning the analysis, use of, and methods of presentation of these advanced skills can be found in the textbooks listed in the Bibliography.

I. Physical skills
   1. Spike or smash
   2. Serve
      a. Overhand
      b. Sidearm
      c. Spins
   3. Blocking

II. Game elements
   1. Use of the spike
   2. Set-up for the spike
   3. Placement
      a. Spike
      b. Volley
      c. Serve

III. Team tactics
   1. Offensive play - planned attack
   2. Defensive play - planned defense
3. Non-rotation game - position play
4. Rotation game
   a. Net players
   b. Middle line players
   c. Back line players

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Team Sports for Women
Margaret H. Meyer, and Marguerite M. Schwarz
W. B. Saunders Company, Philadelphia and London, 1942

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Theresa Powdermaker
A. S. Barnes and Company, 1938

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A. S. Barnes and Company, New York

OUTLINE OF UNITS OF ASSOCIATED LEARNING

The following outline consists of the integration of the basic elements that make up the game of volleyball in such a way that all the material is presented not only
in relation to the logical parts of each element, but also in the organization of the various elements. Each unit contains the parts of the different elements that should be taught together. These units do not necessarily represent a class lesson, as differences in size of class, equipment, length of class periods, etc. will necessitate adjustment of the amount of material presented.
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PLAY VOLLEYBALL

**Passing**

PLAY VOLLEYBALL

Passing the ball

PLAY VOLLEYBALL

Organisation of a game

PLAY VOLLEYBALL

Recovery of netted ball

Recovery of netted ball

Underhand volley

PLAY VOLLEYBALL

Recovery of netted ball

Underhand volley

PLAY VOLLEYBALL

Placing the ball

Rules concerning conduct of the game

PLAY VOLLEYBALL
BASKETBALL

OBJECT OF THE GAME

The object of the game of basketball is to score points by keeping possession of the ball long enough to throw it into a basket-shaped apparatus without a bottom called a "basket." (Each team has a basket.) This is accomplished by passing the ball from player to player until one player is sufficiently near the basket to toss the ball into the air so it will fall through the basket.

EQUIPMENT

To play the game of basketball, the following equipment is necessary:

1. Two metal rings 18" in diameter from which are hung nets of cord or leather. As previously mentioned, these are called "baskets."

2. Two pieces of material of a permanent nature such as wood or glass, four feet by six feet, rigid, flat, unmarked, and preferably white. These are called "backboards."
The metal rings are rigidly attached to the backboards in such a position as to be horizontal with the floor, one foot from the bottom of the backboard, and three feet from the sides.

The backboards are located at either end of the court. They are suspended from the ceiling, fastened to an upright standard firmly placed in the floor, or secured to a wall. Their position is such that their longer end lies over the end line of the court, equidistant from either sideline, and the lower edge is nine feet from the floor.

Note: Many baskets and backboards do not conform exactly to the above requirements. As long as the backboards are flat and rigid with rings firmly secured and placed in a position over the end line, equidistant from the sidelines and nine feet from the floor, the game can be officially played.
3. Leather basketball.

Note: When buying basketball equipment ask for regulation equipment. If possible, there should be one ball for every six students.

The space necessary to play basketball is as follows:

A playing area ninety feet by forty-five feet, free from any obstruction. The following diagram shows the essential lines which should be marked on the court together with their respective names.

Note: When a wall and the boundary line of the court are the same, it is well to take special precaution to prevent injury to the players. Call their
attention to the condition, and adopt regulations that will prevent players from hurting themselves. These situations should always be drawn to the attention of visiting teams.

PLAYERS

Six players make an official basketball team. As many substitutes as desired may be used, but only six players may be on the court for any one team at any one time during a game.

BASIC PHYSICAL TECHNIQUES

Since the prime object of the game of basketball consists of passing the ball among the members of a team until one of them finds an opportunity for tossing the ball in the basket for the purpose of scoring points, it is clear that the basic physical techniques should begin with an analysis of the ways to catch and pass a ball, and the movements of the body in relation to this act. In efficient and accurate catching, starting, running,
stopping, and passing lies the success of a team as a whole. Good habits should be formed from the beginning of the presentation of the basic physical skills.

Before a detailed analysis of these skills is made, the presentation of the first approach toward the handling of a basketball is helpful. Many players handle a ball as if it weighed considerably more than it does. All their movements are thus movements of tension and effort to force the ball, as a heavy object, through space. Instead, there should be a feeling of relaxation or ease, in both the handling of the ball and the movements of the player.

The approach, as set forth in this study, is to stress the idea that a basketball is as light as a balloon and should be handled by the fingertips with much the same ease one handles a balloon. This feeling of lightness will carry over, to some extent, in the movements of the player, less effort and tension being exacted in handling the ball, and more relaxation and ease in moving the body. This "balloon" illusion is more a mental attitude than a physical one, but the carry-over into the physical response of the individual is well worth the time spent presenting it to a class.

In presenting this idea of the "balloon" weight of the ball, have the students toss the ball among
themselves, and reiterate the feeling of lightness and the handling of the ball with the fingertips. This also gives the opportunity for students to become accustomed to the feel of the ball, its size, weight, and general characteristics.

In addition to acquiring a "light" feeling when handling the ball, the general alertness of the player, physically and mentally, is of great importance. Players should be trained from the beginning to keep their eyes on the ball, to be ready to move at any time, to be aware of the players around them and of their own position in the playing space. The functioning of general alertness comes with practice and experience, but the factors that go to make up this state can be presented and appreciated with the first lesson. With the continuation of the learning, these factors should be brought to the attention of the players at every opportunity.

I. Act of moving.

When six people are trying to keep possession of a ball, competing with six other people in a comparatively small space, it is necessary for the players always to be in the process of moving. The ball is often lost to the other team by a player who stands still. A member of the opposing team can easily run between an
intended receiver who is standing stationary and the ball, and thus secures the ball for her team.

Note: Such a situation is called "intercepting a pass."

A player must, therefore, be moving into an open space when a ball is passed to her. This situation of constant moving will be starting-running-stopping movements combined as one skill.

A. Starting-running-stopping, the act of motion.

Preparation:

1. Knees slightly flexed.
2. Feet apart for quick weight shifting in any direction.
3. Feet flat on floor to preserve balance and give possibility of a strong push-off when running begins.

Note: This position should be automatic for any period of time when the player finds herself forced to wait in the stationary
position. This preparation puts her in a position of readiness.

Starting to move:

1. Weight forward in desired direction of movement.
2. Push-off from floor with whole foot, beginning with heel forward to toes.

Moving:

1. Weight forward on balls of feet.
2. Toes pointing in direction of running.
3. Quick, short strides.
4. Arms swinging in direction run.
5. Head up, weight forward at hips.

Act of stopping:

1. Feet apart.
2. Whole foot provides the "brakes."
4. Arms swing to maintain balance.

Coaching hints:

1. Eyes on ball at all times.
2. Be ready to start - be alert.
3. Bend knees.
4. Keep feet pointed in direction moving.
5. Let arms swing.
6. Relax.
7. "Give" when stopping.
8. Move - move - move!

Ways and means of practicing:

1. Players line up across the court - no special order, but not bunched - spread out. At a whistle, players start running forward. At a second whistle, in a position of readiness as described above, they stop. Third whistle, start running again, etc. This is excellent practice for quickening the response to start moving.
Note: Learning to maintain the balance of the body after a quick stop is very important for efficient playing. Losing the balance and falling against an opponent is a serious foul, even though unintentional. Players must be coached to control the starting, running, stopping process by timing the stop in such a way that the weight is over the feet at that moment. Thus they maintain the body balance.

2. Line up four players in a column about five feet apart. The rest of the class will, individually and in turn, run the length of the
column, to the right side of the first player, the left side of the second player, the right side of the third player, etc.

a. By setting up two or more columns of stationary players, a relay can be run. Be sure to change the stationary players in the column often enough to give all an opportunity to practice this skill.

Note: This method of running is referred to as "dodging", and is necessary to avoid running into an opponent.
3. Two players stand ten feet apart with one hand up, stretched forward. The rest of the players, individually and in turn, run between the two players, hitting the outstretched palm each time a stationary player is approached. The number of times the player hits the palm of both stationary players in one minute is recorded as the score.

Teaching aids:

The teaching of the act of moving should be made at the beginning of the unit on basketball. The players should become conscious of this movement and develop the habits of starting, running, and stopping as an integrated skill, with or without the ball, as necessary and fundamental to the game. In
addition, repeat the factors
of general alertness - keep-
ing the eyes on the ball,
readiness to move, relation
to surrounding players, sit-
uation at the moment in the
space of the court, and the
split-second timing to the
movement of the ball. This
feeling of alertness must be
a part of the conscious ef-
fort of basketball playing
from the beginning.

II. Handling the ball.

When a ball is passed to a player in the
act of moving, the first consideration is the catching
of the ball.

A. Catching the ball.

The act of catching a ball is funda-
mental to the game of basketball.
To pass a ball, one must be in
possession - must have caught - the
ball. Therefore sure and reliable
catching is essential.
Preparation:

1. Fingers curved, spread, and relaxed. Fingers must not be stiff. There is great chance of injury when fingers are poked out, stiff and straight.

2. Hands placed on ball parallel to each other and behind ball.

3. If ball is to be caught above waist, fingers point upward. If ball is to be caught below waist, fingers point downward.

4. Arms relaxed and elbows bent. Do not straighten arms and reach toward oncoming ball. There is a chance that hands and arms will come between eyes and ball, obstructing vision and causing fumbling of ball.
Act of catching:

1. At moment of contact with ball, fingers grip surface firmly.
2. Elbows "give" with impact.

Follow through:

1. The follow through is a preparation for passing ball almost immediately after it is caught. This immediate passing of ball will keep opponent from preventing the pass, as occurs when players "hang" on to ball too long. Once ball is secured, arms swing into forthcoming pass without hesitation. "Giving" with impact of ball is very important in preparation of the future pass.

Coaching hints:

1. Keep eyes on ball.
2. Run into an open space to receive pass.
3. Don't reach for ball. Let it come to you.
4. Relax hands.
5. "Give" with force of ball as you catch it.
6. Handle ball *lightly*.

Ways and means of practicing:

Teaching aids:

Note: These items will be discussed at the end of the section on "Handling the Ball" as it is impractical, obviously, to practice catching without passing.

B. Passing the ball.

General considerations:

There are many different ways of passing the ball, each of which has a reason for its use. A discussion of the most fundamental of these passes, essential to the beginner, will be given later in this section. In the beginning, it is important to
understand that all passes have but one purpose - to get the ball to a teammate successfully. Therefore there are certain general considerations that should be understood concerning passing the ball before the specific passes are taught. These general considerations are common to all ways of passing a ball.

1. Pass the ball from the position in which it was received. For example, if the ball is received below the waist, use a below-the-waist pass. If received at the side of the body, use a pass from the side. Changing the position of the ball from the place where it was received to another position, slows up the immediately-forthcoming pass and gives the opponent an opportunity to
get ready to intercept the pass.

2. Grip the ball with the fingers, not the palm of the hand. The ball is more easily controlled with the fingers.

3. Place the hands parallel on the ball with thumbs three or four inches apart so that the hands appear to be behind the ball.

4. Lean in the direction of the pass. This makes for better balance and control.

5. Make short, straight passes. Remember a straight line is the shortest distance between two points.

6. Pass with sufficient force to get the ball to the receiver, but not so swiftly that the ball is difficult to handle, and not so slowly that the opponents will have
opportunity to intercept the pass.

7. Pass the ball to a definite teammate, not just out in space hoping that someone on the team will receive it.

8. Pass the ball in front of the receiver who is running to catch the ball. Never pass directly at a running player, who will, therefore, be in an awkward position to receive the ball. Never pass behind a player.

9. Pass so that the ball may be caught somewhere between the waist and the head of the receiver. Passes that are too low and passes that are too high cause a receiver to fumble or fail to receive the ball.

10. Remember the whole idea is to get the pass to the receiver in such a manner
that he can **catch the** ball.

Methods of passing:

The following analyses are of passes fundamental to the game of basketball. These are necessary for the beginning player to learn and practice until a measure of skill is acquired. But the execution of these passes is of value only as they are used to successfully pass the ball to a teammate.

1. Chest pass.

Preparation:

a. Ball is held in front of chest.

b. Fingers pointing up and well spread grip ball firmly, slightly behind it.

c. Elbows flexed and close to body. Players often want to
point elbows out to the side. Correct this at once, as extension of elbow on releasing of ball into pass is very awkward and slow when elbows are not close to body.

Act of passing:

a. Elbows extend pushing the ball in intended direction of pass.

b. Quick forward snap of wrist as ball is released gives necessary power to the pass.

Follow through:

a. Arms and body follow through in direction of flight of ball.
2. Two-hand underhand pass.

Preparation:

a. Ball held hip high, either in front or side of body.
b. Fingers grip ball firmly, pointing down and spread apart.
c. Hands parallel and slightly behind ball.

Act of passing:

a. Arms swing forward and upward.
b. Quick forward snap of wrists as ball is released, gives pass necessary power.

Follow through:

a. Arms and body follow up and forward in direction of flight of ball.
3. One-hand underhand pass.

Preparation:

a. Ball held at hip on either side by hand on that side.

b. Fingers spread and flexed. Ball rests on fingers and is pressed up against forearm.

c. Elbow slightly flexed.

Act of passing:

a. Arm swings forward as elbow extends.

b. Ball is released from extended fingers at about waist height.

c. Step forward with swinging of arm.

Follow through:

a. Arms and body follow in direction of flight of ball.
b. Fingers extend in direction of flight of ball and control direction.

4. One-hand shoulder pass.

Preparation:

a. Ball at shoulder height on either side.

b. Ball rests on outspread fingers and palm of hand on side from which it is to be passed.

c. Elbow bent and away from body.

Note: For both of these one-handed passes, it is frequently necessary to use the other hand against the ball to keep
it from falling off the supporting hand.

Act of passing:

a. Elbow extends as arm swings forward.

b. Wrist and fingers push ball quickly forward.

c. A step in intended direction of ball gives power to the pass.

Follow through:

a. Hand, arm, and body follow in direction of flight of ball.

5. Bounce pass.

Preparation:

a. Ball is held at waist height, but not higher, in both hands.

b. Elbows well flexed.
Act of passing:

a. At moment of release, ball is shifted to one or the other hand.

b. Ball is pushed forward to spot on the floor nearer receiver than passer by -

c. Extension of elbows and forward movement of supporting arm.

d. Quick forward snap of wrist gives necessary power.

Follow through:

a. Body and arm follow through in direction of flight of ball.

Note: This pass must never be started above the waist as it is too
easily covered by the opponent and thus more easily intercepted. Also, to lessen the chances of interception the ball must hit a spot on the floor nearer the receiver than the passer. The receiver will be able to catch the ball as it rises from the impact with the floor and before it has slowed up.
Use:

The use of these passes in the game situation is dependent upon two factors. First, since the follow through for catching a ball is an immediately forthcoming pass, the ball must be passed most effectively from the position in which it is received. Second, the whole aim in passing a ball is to get it to a receiver in a successful and effective manner. Following is the list of the various passes described above and an evaluation of their uses:

1. Chest pass - an easily controlled pass since many balls are caught at chest height and the expected immediate pass is more easily made.

2. Two-hand underarm pass - a reliable pass to use when the ball has been caught
below the waist, especially from the side.

3. One-hand underhand pass - an effective short pass when the ball is caught below the waist.

4. One-hand shoulder pass - an easily controlled pass as it can be either short or long, swift or slow, and easily directed.

5. Bounce pass - an effective pass when the player is closely guarded. Ball can be passed under arms of the opponent.

Note: For ordinary purposes, this pass is too slow to use in relation to a pass that does not touch the floor.

Ways and means of practicing catching and passing:

The practicing of passing and catching should begin in the
stationary position of the player until catching accurately and passing immediately after receiving the ball are learned by the players and performed with some success. Then the transition to a moving base and the game situation should be made.

In the beginning, the emphasis in passing and catching should be on the success of the act. Later, the practicing of the different kinds of passes should be emphasized.

1. Circle formation. The ball is passed as rapidly as possible from the players around the circle in the order of standing. The object is to make the catch and the pass one motion.

   a. This means of practice may be used for all the previously described methods of passing.
Note: The official rule is that no player may hold the ball longer than three seconds. This is called "holding the ball." Emphasize this from the beginning. Explain to the players that the penalty for holding the ball too long is to surrender ball to the opponent. Thus a team loses possession of the ball and the chance to shoot for score. Players should
be conscious of this at all times when practicing the act of passing and catching.

2. Circle formation. One player starts the ball, passing it to the next player in the circle and using a specific method. When the ball reaches the last player, she turns, reverses the direction of the passing, and calls out a different way of passing to be used on the way back around the circle to the starting player. This is a good way of presenting new types of passes and making the players familiar with the terminology used in basketball. It gives opportunity for coaching on the part of the teacher and
observation on the part of the students.

Note: The official rules provide that a player must not hand the ball to a teammate. The penalty for so doing is to give the ball to the opponents.

a. This form of practice may be developed into a relay with several circles. The object is to complete the circuit of the ball from starting player back to starting player.

3. Circle formation. In a circle not more than ten feet in diameter, the ball is passed from one player to any other player in the circle, using a specified method of passing. This form of practice trains the players to keep their eyes on
on the ball and to be ready to receive a pass at any time.

After some accuracy and success have been achieved, all passing and catching practice should be done with the players moving. This method of practice stimulates actual game situations experienced in basketball and, therefore, is more valuable practice.

4. Circle formation. One player stands in the center of the circle and passes the ball to the players as they jog-trot (slow run) around the circle. At first, practice this passing to the players in order around the circle. Later change practice to passing to any player in the circle regardless of order. Be sure to frequently change the direction in which the
players are running to keep them from getting dizzy.
The player in the center must learn to pass in front of the running players and between the waist and the head of the runners. Change center players to give all players the opportunity of emphasizing these two necessary factors in a successful pass.

Note: The official rules state that a player may not take steps in any direction when in possession of the ball. This is called "walking with the ball" or "taking steps." Emphasize this. Make the players conscious of taking steps at any time when practicing or
playing. This fault can be avoided by emphasizing the immediate passing of the ball directly after the catch has been made. The penalty for walking with the ball is to give the ball to the opponents.

5. Two columns of players facing each other fifteen feet apart. First player in one column passes the ball to the first player in the other column as she runs forward. This player in turn passes the ball to the second player in the starting column, the first player having gone to the end of her column. This pattern continues until all players in both columns have run forward to receive
a pass and in turn have passed to a player from the opposing column as she runs forward. A specified pass may be used in this practice. This method of practice affords experience in timing the start of the run and in passing to a running player.

a. A relay form can be used with this practice, the object being to see which of several pairs of columns can complete one pass per player in the shortest period of time.

Coaching hints:

Basketball is more complicated than most of the other team sports because it involves many different ways of moving and handling the ball, as well as regulations officially set down to control these activities.
Running, catching, starting, stopping, and passing, all of these go to make up good basketball and must be integrated to make a smooth, effortless response as a fundamental basis of playing. The more successful basketball player is one who has learned these acts so thoroughly they have become almost automatic. The following is a list of "musts" the teacher should be conscious of while coaching a team at any playing level but especially during the first periods of learning the skills of the game:

1. Player must learn to keep eyes on ball at all times.

2. Player must handle ball as if it were as light as a balloon.

3. Player must be able to adjust by running or moving, so every ball passed to her
is successfully caught.

4. A caught ball must be passed within three seconds and before receiver has taken a step in any direction.

5. Player must learn to pass immediately on receiving ball.

6. Passes should be executed accurately so that ball passed is ahead of the teammate, between her waist and head, and neither too swift nor too slow.

Teaching aids:

1. Present techniques with verbal description and teacher-demonstration simultaneously.

2. Have class practice this skill in the stationary position until an understanding on the part of the students is apparent.
3. Give any special information concerning the pass, its use, peculiar adjustment necessary, rules, etc. directly after the skill has been experienced for the first time. The success of the pass in the future will rest largely on the application of this information.

4. Only practice a catching-running-passing skill in the stationary position only long enough to understand and experience the skill successfully. Most of the practice should be in the moving situation to integrate all parts of the skill from act of moving to rules governing the action of the skill in a game situation.

5. While students are practicing, use the following
phrases to remind them of the correct ways of performing:

a. Keep eyes on ball.
b. Don't pass too hard.
c. Don't pass too slowly.
d. Don't loop ball - make passes straight.
e. Pass in front of teammate, let her move into pass.
f. Pass immediately ball is caught.
g. Pass before moving.
h. Pass to someone - not out in space.
i. Pass where ball can be reached - not too high nor too low.
j. Don't hang on to ball - get rid of it.
k. Make passes good.

C. Shooting for goals.

The tangible objective of a basketball game is the number of points the team
can accumulate during a certain period of time called a "game." A point is made by a ball being tossed in the air toward the basket and successfully falling through. This is called a "goal." There are two ways of making a goal. First, a goal may occur at the end of a series of passes. The successful team receives two points. This is called a "field goal." Second, a goal may occur as the result of taking the penalty of a foul made by the opponents, which is a free try for goal - unguarded. This counts one point. It is called a "free throw."

In these two situations, the shooting of a field goal occurs under different conditions from that of shooting a free throw. In the former case, the player can shoot from any place in the half of the court designated as the forward area. She may toss the ball toward the basket while moving, provided she does not walk with the ball, or while standing still, provided she
does not hold the ball longer than three seconds. The opponents may legally try to keep her from making the shot.

In the latter case, the player must stand on a designated spot called the "foul line" marked in an area called the "free throw land." The ball must be shot from behind the foul line. No player may enter the free throw land until the ball has left the shooter's hands. No player may interfere with the shooting of the ball, but not more than ten seconds may be consumed in the time of shooting.

1. Shooting a field goal.

General considerations:

Just as in passing the ball, there are several different ways of making a field goal. But the prime object is to get the ball in the basket. Certain general considerations may be set forth
before the specific ways of shooting a goal are analyzed.

a. Keep the eyes on the basket until the ball has either fallen successfully through or missed. This habit makes for a smoother release of the ball, more relaxation, and a long rhythmical follow through of the body.

b. Loft the ball high above the basket, so that the ball will enter the basket by falling from above. There are fewer obstructions to deflect the shot if the ball falls cleanly down from above.
c. Shoot quickly and on the run. Use every possible opportunity to shoot.

d. A shot at the basket is like a pass to oneself. If the ball does not successfully enter the basket, its recovery from the backboard is the responsibility of the shooter. The recovery of the unsuccessful shot should be a part of all practice involving shooting field goals.

e. When shooting, the player should relax and concentrate on the idea that the ball will go in the basket.

Methods of shooting:

The following analyses of various ways of shooting a
field goal are of use to
the beginner:


Preparation:
(1) Ball is in front
    of chest.

(2) Fingers grip ball
    firmly, spread
    apart and point-
    ing up, in posi-
    tion behind the
    ball.

(3) Elbows are flexed
    and close to
    body.

(4) Feet are in for-
    ward stride posi-
    tion, one foot
    ten inches ahead
    of the other.

Note: Right-
    handed players
    will be more
    successful if
    the left foot
is forward. The reverse is true for left-handed players.

(5) Knees are bent, giving crouched appearance.

(6) Weight is on back foot.

(7) Body is tilted forward at hips.

Act of shooting:

(1) Arms extend and elbows straighten as -

(2) Ball is lofted into air, being released above face level.

(3) Knees, ankles, and feet extended with release of ball give power to loft the ball up.
Follow through:

(1) Entire body should follow through in complete extension toward basket.

b. Two-hand overhead shot.

Preparation:

(1) Ball is supported by both hands equally, directed over the head, fingers flexed and spread to provide directional control.

(2) Elbows slightly bent.

(3) Head back and chin up.

Act of shooting:

(1) Arms drop back slightly and swing forward.
(2) Ball is brought forward to spot in front of body and above head, where it is released.

(3) Knees, ankles, and feet extend simultaneously with release of ball.

Follow through:

(1) Whole body from toes to finger tips follows direction of flight of ball.

Note: Beginning basketball players tend to use this shot to the exclusion of all others. As it is a slow shot, it is of value
only when a player is closely covered very near the basket. It is ineffective when used any distance from the basket. Discourage this method of shooting except under the above-mentioned situation.

c. One-hand shoulder shot.

Preparation:

(1) Ball is at shoulder height on side nearest basket, resting on out-spread fingers and palm of hand on that side.

(2) Elbow is bent and away from body.
(3) Weight is forward and supported on leg on same side as ball is resting.

(4) Knee of supporting leg is bent.

Act of shooting:

(1) Arms and elbow extend forward and upward as -

(2) Ball is released above head, and lofted in the air, as -

(3) Supporting knee, ankle, and foot extend upward to provide impetus to loft the ball. This may even constitute a jump from the floor.
Follow through:

(1) Total body from toes to fingertips of extended arm follow up and forward toward the basket.

Coaching hints for shooting for field goals:

a. When shooting, keep eyes on basket.

b. Loft ball high above basket so it will drop down through from above.

c. Relax - handle ball lightly.

d. Shoot from toes - reach toward basket.

e. Shoot quickly - don't wait.

Ways and means of practicing:

Beginners learning to shoot field goals should start practicing in the stationary position. At the same time,
the act of shooting should be connected with the skills of catching, running, and passing.

a. Squad stand in a column four feet from the basket. First player shoots for basket with a specified type of shot, recovers the ball, and passes back to the next player in the column, and so on to the end of the column. Second player repeats this pattern, and so on down the line, until all players have had an opportunity to shoot.

b. Players stand in two columns diagonally out from the basket on either side. First player in one column shoots, recovers the
ball, passes it to the first player in the second column, and retires to the end of the second column. The first player in the second column, having caught the ball, repeats the pattern, throwing the ball to the second player in the first column, and retiring to the end of the first column. This crisscross exchange of players by shooting and retiring to the end of the opposite column continues until all have had an opportunity to shoot. As the players become familiar with the required shot, move the column further from the basket and
have the players run forward to meet the ball, and shoot immediately.

c. Players in a semicircle four feet from the basket. Player on the right side facing the right side of the basket shoots with the one hand shoulder or chest shot, recovers the ball, and passes back to the next player in the semi-circle. The pattern is repeated until all players have had an opportunity to shoot with this particular shot from the right side of the basket.

Reverse the order of shooting and start the pattern from the left side until all players
in the semi-circle have shot from the left side.

Note: When the "bounce", to be analyzed later in this section, has been learned, it may be added to this pattern directly before the shot is attempted. This is an excellent means of practicing adjustment to the act of shooting and moving at the same time.

2. Making a free throw.

General considerations:

The penalty for a foul by the opponents is the awarding to a team of one
or two free throws, depending on the seriousness of the foul. The rules governing the taking of a free throw should be learned as the technique of the shooting is learned. They are as follows:

a. The player taking the free throw may not step over the foul line until the ball has left his hands.

b. The player taking a free throw may not take more than ten seconds in making the shot.

c. No other player may step into the free throw area until the ball has left the shooter's hands.

d. The penalty for the violation of any of these rules is to give
the ball to the non-offending team. If the shot has been good, it would not count. A team can lose a game because of failure to make its free throws successfully.

Methods of shooting:

There are two ways of making free throws. One has been previously discussed as the "chest shot." The second is called the "loop shot", and is analyzed as follows:

a. Loop shot.

Preparation:

(1) Left foot slightly ahead of right foot in stride position.

Note: The reverse foot is usually used if
the player is left-handed.

(2) Weight evenly distributed on both feet.

(3) Ball held below waist - in lap, so to speak.

(4) Fingers grip ball firmly.

(5) Eyes on basket.

Act of shooting:

(1) Knees bend as -

(2) Arms swing forward and upward with -

(3) Extension of knees.

Follow through:

(1) Whole body from toes to extended fingers follows through in flight of ball toward basket.
Ways and means of practicing:

Practicing free shots is largely a matter of individual work. In general, the more practice, the more accuracy will be acquired. However, there are a number of games organized around the ability to shoot field goals and free shots which stimulate the interest of the players and the value of the practice.

(1) Each player has twenty-five free throw tries. The player with the highest number of successful tries wins.
(2) The player tosses a free throw and if not successful follows up with a short shot wherever the ball is recovered from the backboard. The free throw counts two points and the short shot counts one point. The first player to reach a score of fifty points wins the game.

(3) The player shoots from the foul line until he makes a successful try, counting up all the unsuccessful attempts.
The player with the lowest score wins.

III. Handling the body.

The ability to handle the body while moving through space is one of the most important assets of a basketball player. This quality should be learned in relation to basketball situations, first without the ball, then with the ball.

A. Without the ball.

Since there are six players on a basketball team, and two teams on the court at one time, but only one ball, it is clear that for some part of the game the individual player will not have personal possession of the ball. This does not indicate, however, that she will stand stationary in one place until the ball is passed to her. In the previous discussion of the "Act of Moving" is a technique of handling the body.

Note: This technique, however, has already been discussed at some length in this section. It is mentioned here because it is
important to see its relationship to the rest of the skills of the game.

There is another technique of handling the ball without the ball that is essential to the beginning player. This is the ability to jump. In many situations in a basketball game, it is necessary to jump to reach a ball before an opponent can. Also, when two opponents gain possession of the ball at the same moment, the decision as to who is to have the ball is made by throwing the ball up between them, and having them jump, each with the idea of tipping the ball to a teammate, and thus gaining possession of the ball. Therefore, to be able to execute, time, and use to advantage a jump is fundamental to the successful player.
1. Jump.

Preparation:

a. Feet in stride position, whole foot on floor to give power to spring. Left foot slightly forward.

b. Knees flexed, body in crouched position.

c. Arms down at sides, away from body.

Act of jumping:

a. The follow through of the jump consists of the return to the floor and should be marked by a giving or bending of the knees with the impact of meeting the floor with the feet. This is most important to prevent injury to the knees, and to keep
the whole body from
being jarred.

Coaching hints:
   a. **Bend** knees.
   b. **Keep eyes on ball.**
   c. **Pull up** with arms.
   d. **Head up.**
   e. **Jump from toes.**
   f. **Give** when returning
to floor.

Ways and means of practicing:
   a. On edge of backboard,
      fix a series of cloth
      strips of graded
      lengths that hang down
different distances
from the floor. Players jump to touch the
strips, seeing how
high they can jump,
and who can jump the
highest.
b. Toss ball up between players, and see which player can control the ball by making the directional tip.

B. With the ball.

Handling the body while in possession of the ball creates many advanced techniques. However, if the beginning player can learn to handle the ball well in relation to herself and the movement she is making - stopping, running, starting, catching, throwing - she will have achieved the primary objective of basketball. The future needs will bring an accomplishment in the more advanced techniques. However, there are two techniques of handling the body while in possession of the ball that the beginning player should learn. When a player is in
possession of the ball and wishes to progress across the court, still in possession of the ball, she can bounce the ball to herself, moving rapidly in the chosen direction, and stop on recovering the ball as it bounces up from the floor. This is called a "bounce." If a player wishes to move in a direction other than the one she is facing at the moment, she must learn to manipulate her feet in such a way to change the position of the body and start off in a different direction. This is called a "reverse turn." These two techniques are necessary not only to the beginning player, but also to the development of advanced techniques called "pivots."

1. Bounce.

When taking a bounce, the player throws the ball to the floor and catches it herself. The chief purposes of the bounce is to cover ground. A player taking a
bounce aims to go as far as is legally possible before catching the ball again. This must be within the limits of the rules governing walking with the ball and holding the ball.

Note: The rules state that the ball may not be bounced more than once in succession. After one bounce is completed, the ball must be passed within the three-second limit allowed for passing. After the one bounce is completed, the player may not take steps in any direction.

Preparation:

a. Ball may be held in either or both hands, waist high, but no higher. A ball held
above waist is too easily covered by opponent.

b. Finger well spread with heel of hand back of ball to apply force.

c. Player should be in good position to start running.

d. Elbows flexed.

Act of bouncing:

a. Elbow extends as -

b. With quick forward snap of wrist -

c. Ball is pushed toward floor deeply forward to spot where player plans to run ahead to catch it.

d. Ball should be hit with sufficient force to assure its bouncing up at least as high as the hip to make catching it more efficient.
Follow through:

a. The follow through is the preparation to catch the ball at the end of the bounce.

Coaching hints:

a. Do not bounce the ball if it is possible to pass.

Note: A pass is a quicker means of getting the ball near the basket; therefore, if possible it should be used instead of a bounce.

b. Keep eyes on the ball.

c. Don't bounce ball at feet, always bounce ahead of yourself and run up to catch the ball. Remember, the
main idea is to cover ground.

d. Push it hard enough to make ball bounce up high for a successful catch.

e. Be careful about walking with the ball, either when starting or stopping. Get rid of ball quickly, and stop moving immediately ball is caught.

f. Remember, a bounce is only used to move somewhere, not as a means of keeping possession of ball in one spot on floor.
Ways and means of practicing:

a. Two columns facing each other ten feet apart. First player in one column bounces ball forward, catches it, and passes to first player in opposite column, then retires to end of her own column. First player in second column bounces ball, catches it, passes it to second player in starting column, and retires to end of her own column. Pattern continues until all players have bounced ball and passed.

(1) This practice method can be made into a
relay form with the addition of more than one pair of columns, the object being for all players in a pair of columns to bounce and pass before any other group can finish.

b. Combine the bounce with an attempt to shoot a field goal from the formation described under "Ways and means of practicing" shooting for field goals on page 193.

2. Reverse turn.

Preparation:

The reverse turn is the fundamental skill for the future learning of the
advanced skills of pivoting. It is valuable to the beginner because it teaches a way to move when closely covered by the opponents, by changing from the direction of facing to another direction with a single movement. Combined with a bounce, it is a complete change of direction plus space coverage to get away from the opponents sufficiently to pass the ball.

a. Feet in the forward stride position about ten feet apart.

b. Ball held firmly in the hands.

Act of turning:

a. The whole body turns on the balls of the feet until facing in another direction.
The turn may be of any length up to 180 degrees, or half way around, facing the opposite direction from the starting position.

b. If the left foot is forward in the starting position, the turn will be to the right. If the right foot is forward in the starting position, the turn will be to the left.

Note: The concept of the forward foot in relation to the direction of the turn is of the utmost importance. Players should
achieve an almost automatic response to this.

Follow through:

a. The preparation for the next movement is the follow through for the turn. For example — the preparation for a pass, a bounce, a shot at goal, etc. would be the follow through for a reverse turn.

Coaching hints:

a. Turn quickly to keep opponent from being aware of the plan of movement.

b. Movement to be used at end of turn, a bounce, pass, etc., should occur without a moment’s hesitation.
immediately turn is completed.

c. Flex knees and feet on floor to preserve balance.

Ways and means of practicing:

a. Players in a circle.
   On the first whistle, players jog-trot around the circle. On the second whistle, the players stop, reverse turn, and start jogging again in the opposite direction.

b. Players in a column.
   First player bounces ball forward, catches it, reverse turns, and passes it back to the second player in the column, who repeats the pattern. At the completion of
pass, players retire to end of column.

(1) This can be used as a relay form with the addition of several columns, the object being for all players in one column to bounce, turn, and pass before any other column.

Teaching aids:

a. The reverse turn can be difficult for players to learn, especially the turning away from the forward foot. When presenting the technique, have the players turn several times with one foot forward, then with the other foot.
forward. Let them experience the feeling of turning in the wrong direction by trying it. Also have them see the wrong turn, and note the fact that the feet get crossed in such a way that the player finds moving into a bounce almost impossible, and maintaining the balance difficult.

**BASIC GAME ELEMENTS**

As is mentioned in each section of this study, it is well for several reasons to teach the pattern of the whole game at the same time that the technique of playing is being learned. It will make the technique more meaningful to the student by providing more interest in, and a reason for, the learning. To play basketball is the primary object of the learning, and the earlier the game is begun as an organized activity, the more purposeful and effective the teaching.
The game of basketball is a more highly organized team sport than most other games and, therefore, is more difficult to present as a whole in one integrated pattern. In this study, the basic game elements, therefore, have been broken down and arranged in a simple manner, as a proposed plan of presentation to students in beginning classes. The material has been organized under four headings as follows:

1. The game pattern as a whole.
2. The mechanics of playing the game.
3. The playing rules of the game and the penalties for their infringement.
4. The organization of a game of basketball.

I. Learning the game pattern as a whole.

A. Present the object of the game as:

1. To make points by tossing ball in the air through the basket - offensive.
2. To prevent opponents from scoring points - defensive.

B. Explain means of accomplishing objectives by:

1. Scoring points, accomplished by the catching and passing of the ball among teammates until a
player is in such a position on the court that she is able to toss the ball in the air through the basket.

2. Preventing the opponents from scoring points, accomplished by the organization of a team in such a way that the opponents are covered, or "guarded", as it is more commonly known, and prevented from getting in a position to toss the ball in the basket.

C. Organize a team:

In girls' basketball, the court is divided equally in half, across the center from sideline to sideline. There is a basket hung in the center of the end line of either half. Three players from each team are placed in each half of the court. The duties of these players are as follows:

1. The players in one half of the court have the responsibility of shooting for baskets--tossing the ball into the air so it
falls through the basket to make points. These players are called "forwards."

2. The players in the other half of the court have the responsibility of keeping the opponents from tossing the ball into the basket to make points. These players are called "guards."

Note: The rules state that under no circumstances may a player designated as a guard shoot for baskets.

3. All players on a team, whether forwards or guards, share the responsibility of intercepting the ball when the opponents are in possession of the ball and repassing it in an effort to get in position to make a goal.

Note: According to the rules, no player is allowed to step into the half of the court
to which she is not assigned, when the ball is in play. In other words, forwards may not step over into the guards' half of the court. The penalty for the offending team in such a situation is to give the ball to the opponents. It is well to warn players strongly against making this error.

D. Starting the game:

When the players are on the court and have some idea of their respective duties, the way of putting the ball in play - starting the game - is presented as follows:

1. The ball is thrown from the sideline by the referee to any forward designated as "center", who stands in the area called the "center circle." This passing of the ball from the referee to the center is called the "center throw."
2. All other players must be outside the center circle in their respective halves during the center throw.

3. No player may touch the ball until after the center has received it.

Note: No guard may ever serve as center, but any one of the three forwards may be so designated.

E. Playing the game - ball in play:

From the moment the center receives the ball from the referee, the ball is considered "in play." The following activity takes place:

1. Three seconds after the center has received the pass from the referee, the ball must be passed to a teammate.

2. The passing continues among the team members until:
   a. A player is in such a position that the ball can be tossed in the air, and an
attempt to get it through the basket can be made.

Note: The rules state that two completed passes must be made by a team before an attempt at the basket would be considered legal if successful.

b. The ball is lost to the opponents, in which case:

(1) Every effort is made by the guards to keep the opponents from making points.

3. The passing of a ball in a basketball game must be confined to the boundary lines of the court and the space within those lines.

a. A ball is considered out of bounds when it touches any object or person outside the boundary lines.
b. A ball is not out of bounds when landing on a line, nor when caught by a player standing on the boundary lines.

Note: A ball often appears to be going out of bounds but, before touching any object or person out of bounds, is caught by a player in bounds; the ball is considered good, and continues in play. If a wall and boundary line coincide, the ball shall be considered out of bounds if it hits the wall.

c. Guards and forwards may not step over the division line across the center of the court, as has been previously stated.
F. Scoring the game:

As previously discussed, points are awarded a team each time a ball is tossed through the basket, referred to as a "goal." According to the rules a legal goal occurs when:

1. Legal goal:
   a. Enters the basket from above.
   b. Is tossed by a forward from inside the court.

Note: A basket is legal and counts even if a guard touches it in its flight to the basket as long as the original impetus was given by a forward. A basket does not count when it enters the basket from below and falls back into the basket from above.
It has also been pointed out that there are two ways of making goals, by field goals and by free throws.

2. Field goals.
   a. A field goal occurs while the ball is in play.
   b. It must be made by a forward.
   c. It counts two points.

3. Free throw.
   a. A free throw is awarded a team as the penalty received by the opponents who made a foul.
   b. More than one free throw may occur in succession, depending on the seriousness of the foul.
   c. A forward must take the throw. If the foul was made on a particular forward by a guard, she personally must take the free throw. Otherwise, any forward may take the free throw.
d. Each free throw counts one point.

4. Total score:
   a. The total score for a basketball game is the accumulated total of all the points made by a team.

II. Mechanics of the game.

There are certain responses to situations, constantly occurring in the basketball game proper, that should become automatic with the player, in order to keep the game moving and prevent periods of waiting while players get into position.

A. Center throw.

1. The center throw occurs:
   a. At the beginning of the game.
   b. At the beginning of each quarter.
   c. After every legal field goal. (For the non-scoring team.)
   d. After every successful free throw. (For the non-scoring team.)
Note: If the field goal is not successful, the ball continues in play.

e. After the second of a series of two free throws.

Note: The ball is not considered in play after the first of two free throws whether successful or not. Ball goes back to the foul line for the next try. However, the ball is considered in play if the second free throw is not successful.

2. The center throw is received alternately by either team at the beginning of each quarter.

3. The forward designated as center should take her place in the center circle when it is her turn to receive the center throw.
B. Out of bounds play.

Ball going out of bounds is taken:

1. By the team which did not cause the ball to go over the boundary lines.
2. At the spot at which the ball crosses the boundary line.
3. By the player nearest the spot.

Note: This is very important to keep the game moving.

The fact that many players are not coached to respond to this accounts for much of the waiting during a game.

4. By a player who shall have both feet out of bounds at the moment of passing the ball.

Note: When a boundary line and a wall coincide, a rule should be adopted which requires the player guarding an out-of-bounds pass to stand three feet from the wall. A line drawn
three feet from the wall, inside the court, is helpful in controlling this situation. In other situations in which there are not three feet between the boundary lines and an obstruction, a similar local ruling should be adopted.

5. With not more than five seconds elapsing before the ball is put back in play from the out-of-bounds position.

Note: When it is impossible to decide which team was responsible for throwing ball out of bounds, a tie ball shall be called and taken three feet from the spot on the boundary line where the ball went out.

C. Tie ball.

A tie ball occurs when two players on opposing teams get one or more hands
on the ball at the same time. The following occurs:

1. Both players shall stand in an imaginary circle similar to the center circle, at right angles to the sideline, on the spot where the ball was tied up.

2. The ball shall be thrown up between the two players, higher than either of them can reach when jumping (four to six feet), so the ball will fall down between them.

3. The players shall jump as the ball falls, and each shall try to tap the ball to a member of her team.

Note: The rules read that a player must make an attempt to jump.

III. Playing rules of the game, and the penalties for their infringement.

Certain rules governing the playing of the game shall be thoroughly understood by the players. The penalties for infringement of these rules must be taken
rapidly in order to keep the game moving. These rules fall into two headings, violations and fouls.

A. Violation is a minor infringement of the rules. The penalty for violation of a rule is always giving the ball to the opponents for a pass in from out of bounds on the sidelines.

Note: It is important to stress that only when a ball is thrown out of bounds on the end line is it returned, according to the rules, from the end line on the spot where it went over the line. Frequently, players become confused and try to take a ball out of bounds at the end line. A violation penalty is always taken out at the sideline.

The following are violations which directly concern the beginning player during a game.

1. Touching the floor beyond the division line in the center of the court between the forwards and the guards.
2. Holding the ball longer than three seconds when in the act of passing the ball, five seconds on an out-of-bounds play, and ten seconds on a free throw.

3. Progress in any direction when in the possession of the ball.

4. Step over the foul line before releasing the ball on a free throw.

Note: The goal even if successful would not count.

5. Enter the free throw land before the player has made the free shot.

Note: The basket if successful would count. But the ball would be put in play by a pass in from the sidelines, as the penalty requires.

6. Failure to complete two passes before attempting to make a field goal.
7. Roll, hand, kick the ball, or strike the ball with the fists.
8. Take more than two bounces in succession.

B. Fouls.

A foul is a major infringement of the rules. The penalty for a foul is one free throw for the basket, except when the player was fouled in the act of shooting for a basket. In such a case, the penalty is two free throws. Fouls are of two kinds, personal and technical.

1. Personal fouls.

   Personal fouls are those which involve personal contact. Any time a player commits the following offenses, a personal foul is charged to her:
   a. Holds an opponent with the hands.
   b. Obstructs, with her body, an opponent in the act of moving.
   c. Pushes an opponent.
d. Trips an opponent.

e. Charges into an opponent when in possession of the ball.

f. Blocks an opponent by standing in front of her, either facing her or otherwise, when she is not in possession of the ball.

Note: This is the only foul in this list that does not involve personal contact.

g. Commits any other form of unnecessary roughness.

Note: Players can be coached to avoid these actions by concentrating their attention upon the progress of the ball and not upon the opponents.

2. Technical fouls.

A technical foul is any foul which involves over-guarding the
ball, or in which deliberate delaying of the game gives a team unfair advantage. The following are technical fouls:

a. Guarding with two arms an opponent who is in a corner where two boundary walls meet.

b. When two players from one team and one player from the other team each have one or more hands on the ball at the same time. One of the players from the first team must take her hands off immediately, or a foul will be called.

c. Touching a ball legally held by an opponent.

d. Batting or snatching a ball out of an opponent's hands.

e. Waving hands, or otherwise threatening an opponent's eyes, when he is in possession of the ball.
Failure to properly enter a game as a substitute.

Note: Players should understand thoroughly that the number of fouls made by each player is recorded in the score book. When a total of five personal and technical fouls, or five technical fouls, or four personal fouls are recorded against a player for any one game, the player is automatically removed from the game and may not enter that particular game again.

IV. Organization of a game of basketball.

A. Choosing the first receiver of the center throw.

1. In order to determine which team shall have the center throw to begin a game the following steps shall be taken:
   a. Designate the captain of each team.

   Note: This should be done by student vote rather than by teacher choice.
b. Flip a coin, having one captain call either heads or tails.

c. If the coin and the call are the same, the captain who called has her choice of either the center throw or the desired basket.

d. The other captain receives the remaining item.

e. If the coin and the call are not the same, the captain who did not call has her choice of either the center throw or the desired basket.

f. In the same way, the captain who called but did not win the toss receives the remaining item.

B. Warming-up.

1. Teams should be given a period of time before the game begins to practice passing, catching, and shooting for goal. This allows them to warm-up to prevent
physical injury, and to become familiar with the local court conditions.

C. Game mechanics.

1. The center throw is alternated between the two teams. There should be appointed for the game some individual whose sole duty is to keep track of which team should take the next center throw. This is often done by using cards with the individual school or class colors on it. The card can be held up to indicate which team shall take the center throw.

2. Baskets should be changed at the end of the first half. The forwards shooting for one basket during the first half move to the other end and shoot at the other basket for the second half.

3. No official basketball game should be played without the
appointment of certain individuals to assume the responsibilities of the timer, scorer, referee, and umpire. Without this protection, there is too much room for disagreement and the resulting uncomfortable situations between players and schools.

BASIC TEAM TACTICS

Team tactics indicate the playing-together of the members of a team. In team sports this is a most important factor. The ultimate success of a team in winning is dependent upon how well the basic skills can be integrated into the whole team playing as a unit. In basketball for beginning players, it is not practical to spend time learning elaborate plans for defense and attack. It is better to teach the players to use the basic skills accurately and intelligently in relation to the rest of the team. Therefore this discussion will be taken up under three headings: The responsibilities of the individual players on a team, the responsibilities of the guards, and the responsibilities of the forwards.
I. The responsibilities of the individual players on a team.

Individual responsibilities of players on a team may be considered as:

- a. Accurate use of basketball skills.
- b. Intelligent use of basketball skills.
- c. Guarding the opponent.
- d. Intercepting the ball.

The success of a basketball team will be just as great as the abilities of its members in performing their individual responsibilities.

A. Accurate use of basketball skills.

No player is doing his duty who:

1. Fumbles the ball in catching.
2. Makes inaccurate passes.
3. Stands still while waiting for ball to be passed.
4. Commits infringements of rules such as personal contact with an opponent, stepping over boundary lines, walking with ball, etc.

Note: Because of inaccuracy of handling the ball and the body, many infringements
of the rules are made which otherwise might have been avoided. Emphasize the penalty—giving the ball to the opponents. Instill in the players the appreciation of being as accurate as possible and avoiding slipshod playing.

B. Intelligent use of basketball skills.

1. When in possession of the ball. No player is doing his duty to the team who is:

   a. Not aware of the teammates surrounding him and their relationship to the space in which play is occurring.

   b. Not aware of the opponents surrounding him and their relationship both to the space in which play is occurring and their position relative to the teammates.
c. Not aware of own position on the court.
d. Not aware of position of ball on court.
e. Not able to see player in the best possible position to receive the ball.
f. Not able to see and use every opportunity to keep possession of the ball.

2. When not in possession of the ball.
No player is doing his duty to the team who is:
a. Not able to follow the ball in such a way as to make interceptions possible by:
   (1) Keeping eyes constantly on the ball.
   (2) Following flight of the ball, and, thereby, being able to place herself between opponent and ball to secure the ball successfully.
C. Guarding an opponent in possession of the ball.

The general position of the body in guarding an opponent with the ball is the same for all players on the team. Since this responsibility is shared by all, understanding of the following analysis should be made clear to both guards and forwards. Frequently, forwards do not seem to realize that they have a very important share in guarding an opponent who has the ball.

Position of guarding an opponent with the ball:

1. Feet in forward stride position, forward foot being ten inches to twelve inches in front of the other foot.
2. Knees slightly bent.
3. Player standing three feet to four feet away from opponent.

Note: It is impractical to stand within one foot or two feet of opponent for the following reasons:
a. It is impossible to follow immediate flight of ball with the eyes when standing so close to opponent.

b. It reduces chances of interception because it is impossible to determine, before ball is thrown, any indication where it may be thrown. By standing further away from opponent and keeping eyes on the ball at all times, it is possible to anticipate, to some extent, the pass or shot for goal, and thereby enable the player to intercept the ball, or at least attempt the interception. Learning to anticipate the direction of the ball and being in a position to see the ball as it is passed, are of great value to the player.
c. By standing too close to opponent, a guard often covers the opponent instead of following the ball and thereby makes a foul by personal contact.

4. One arm raised high over head.

5. Other arm stretched out to the side.

The above analysis prepares the player to move with the passing of the ball.

Note: An out-of-bounds pass by the opponents involves guarding of the same kind as described above. The guard must remember not to step over the boundary lines, or, if there are local rulings concerning obstructions near the boundary lines, to abide by them to prevent the game being slowed down.

D. Intercepting the ball.

All players on a team work toward intercepting the ball when it is in the possession of the opponents. The
following coaching suggestions will assist in teaching the player how to make a successful interception:

1. Keep eyes constantly on ball.

2. Never stand so close to opponent that immediate flight of ball is not seen.

3. Learn to anticipate direction of pass by movements of opponent.

4. Do not be fooled by opponents' false start in one direction and sudden change to another direction. Wait until she moves before moving yourself.

5. Move parallel to flight of ball and in same direction.

6. Be aware of your relationship with opponents and teammates in the space around you.

II. Responsibilities of a guard.

The chief responsibilities of a guard are three in number:

1. To get the ball into the hands of the forwards to make possible the opportunities of shooting for a goal.
2. To prevent, in any legal way an opponent's having the chance to shoot for goal.

Note: Since the guards on one team are in the section with the forwards from the other team, this responsibility for guards is of greatest importance and constitutes a large percentage of the guard's play.

3. To intercept the ball at any possible opportunity when it is in possession of opponents.

The opponent facing a guard is a forward of the other team, whose objective is to shoot for a goal. The general position of the guard in the act of guarding is that as described on page 226. The following items are coaching suggestions that will assist in teaching the guards certain necessary responses to common situations in a game.

A. When the opponent is in possession of the ball.

1. Always cover the forward immediately when she receives the ball. The more rapid this movement, the less opportunity the forward will have to make an unobstructed and, as a
result, accurate shot or pass. This trigger-quick guarding is likely to startle the forward, put her off balance, and so make it more difficult for her to recover and shoot or pass.

2. The guard should always be between her opponent, a forward, and the basket.

3. If the opponent indicates a move is to be made by either a bounce or a reverse turn, the guard waits until the direction has been taken and the movement started, before moving. As soon as movement has begun, the guard should move as rapidly as possible, still keeping between the opponent and the basket.

4. When a bounce is made by a forward, the guard should move parallel to the forward and in the same direction. Thus it may be possible to scoop the ball as it rebounds from
the floor before the forward can catch it.

5. When the ball has been shot for goal, the guard should follow the ball in an effort to either secure the ball herself or, by jumping, tip it out to a teammate.

Note: Care must be taken by the guard not to turn her back directly on the forward and thereby impede the forward’s advance toward the rebounding ball. This would constitute the foul called "blocking." Learning to judge the flight of the ball after it has hit the backboard in an unsuccessful attempt at goal, coupled with the timing of moving toward the falling ball, and jumping to reach it or tip it out to a teammate is a very important factor in keeping the opponent from securing the ball.
for a second attempt.

B. When the guard is in possession of the ball.

1. When the guard is in possession of the ball, the chief objective is to get the ball down to the forwards. The ball should be moved by a series of passes from the spot where it was secured down to the forwards. Accurate and intelligent passing, catching, and running are the most successful means of accomplishing this.

Note: Guarding, as the activity on the part of the guards in a basketball game, has been the subject of much discussion on the part of experts in the field. Several different methods of organizing the guards to more efficiently prevent the opponents from shooting for goal have been devised. It seems appropriate to give here a brief summary of the three most-used methods.

1. Man to man.

Each guard is responsible for one
particular forward during a game. Her aim is to prevent that forward from shooting any goals. This is accomplished by following that forward anywhere she may go on the court to keep her from securing the ball, or guarding her when she is in possession of the ball.

2. Set zone.

The court is divided into three areas or zones. Each guard is responsible for all opponents who enter her particular zone at any time, with or without the ball.

3. Shifting zone.

The court is divided as for set zones. The guard in each section is responsible for all opponents entering the zone. Those with the ball in their possession are guarded. The others are closely marked or watched. When there is more than one opponent in a zone, the guard in the next zone shifts over to cover the extra player. The third guard then shifts into the nearer unguarded zone to cover the basket and a possible pass into
that zone. All guards then shift back to their own zones as the ball is passed. This makes each guard responsible first, for the player with the ball in her zone, second, for the player without the ball, and third, for the movements of his teammates and the covering of a temporarily empty zone. This plan generally keeps all the forwards covered as well as the territory surrounding the basket.

In the last two methods of organized guarding the emphasis is on the direction and passing of the ball and less on the movements of the opponents, a situation which provides less opportunity for personal contact and the frequently resulting fouls.

After beginning basketball players have grasped the skill techniques and the general principles of playing the game with moderate success, it will be necessary to adopt one of these forms of organized guarding. The pros and cons for the different methods are discussed at some length in the references.
given at the end of this section, and
the use of these references should be
made when determining which form shall
be presented.

III. Responsibilities of the forward.
The responsibilities of a forward are three
in number.

1. A forward must be able to shoot for
goals, legally, from any possible posi-
tion on the court, when in the act of
moving or when standing stationary.

2. A forward must be able to either get
herself in a possible position to shoot
for a goal or assist a teammate to get
into this position. Recognition of a
situation in which a teammate is in a
position to shoot for goal is the essence
of play for forwards.

3. A forward must be able to successfully
attempt interception of the ball when
the opponents are in possession of it.

The following coaching suggestions will
assist in the training of forwards:
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A. To get into the scoring area.
   1. Move toward the basket, not away from it.
   2. Avoid carrying ball toward sidelines.
   3. Recover attempt at goal which is unsuccessful and rebounds into the court. Remember that a shot for goal is a pass to the forward who shot and therefore should be recovered by her. Recovery of the rebounded ball may be either by securing the ball by the forward, tipping the ball back again toward the basket, or by tipping the ball back to a teammate who is in position to shoot.

4. Bounce when teammates are closely guarded and a bounce will bring the forward into a better position to shoot.

5. Change direction of moving and passing to confuse opponent.

6. Shoot quickly and easily.
7. If unable to shoot, make short quick pass and run into the open space in an effort to get into a position from which a shot may be made.

B. When opponents have the ball.

1. When opponents are in possession of the ball, the forwards must do everything that can be done in guarding the opponents and using every opportunity to recover the ball by interception before it can be passed to the other section of the court.

BASIC RULES

The following rules are essential to the playing of the game of basketball regardless of the skill of the players. Maximum enjoyment of playing will be secured only when the players have an understanding of these rules. Rules should be presented with the basic skill techniques in order that good playing habits may be developed from the beginning. Not only should the rule itself be presented, but the reason for its existence as a rule should be explained and accepted by the players.
The rules governing a basketball game are organized in this study under the following headings to make the teaching of them logical to both teacher and student:

1. Rules concerning playing area.
2. Rules for handling the ball.
3. Rules for handling the body.
4. Rules governing mechanics of the game proper.
5. List of violations and fouls and their penalties.
6. Rules concerning conduct of the game.

I. Rules concerning the playing area.

A. Out of bounds.

1. A ball is considered out of bounds when it touches the floor or any other object wholly outside the boundary lines.

2. A ball is considered out of bounds when it touches a player whose body is touching the floor or any other object outside the boundary lines.

3. If an obstruction, such as a wall, coincides with the boundary line,
the ball shall be considered out of bounds on hitting such obstruction.

B. Liner.

1. Any ball touching in any part the boundary line shall be considered as a good ball and continued in play.

C. Center division line.

1. A line drawn parallel with the end lines and dividing the court in two equal halves divides the total court into two sections, one of which shall be used by the guards of a team, and the other by the forwards of the same team.

2. No player may step over the division line into the other half of the court when the ball is in play.

II. Rules for handling the ball.

No player shall be allowed to:

A. Take steps in any direction when in possession of the ball.

B. Hold the ball more than three seconds when the ball is in play on the court,
five seconds when making a pass in from out of bounds, ten seconds when taking a free throw.

C. Hand the ball to another player.

D. Kick the ball with the feet, or cause it to progress in any direction by rebounding from any part of the body.

E. Strike the ball with the fists.

F. Roll the ball along floor to a teammate.

G. Take more than one bounce in succession.

Note: A legal bounce constitutes throwing the ball to the floor and catching it on the rebound. The number of times the ball rebounds from the floor as long as it is not touched by the player is immaterial.

H. Throw the ball when any part of the body other than the feet touch the floor.

Note: For example: The ball may not be passed to a teammate from the sitting position on the floor.

I. Put one or both hands on the ball when it has been secured previously by an opponent.
J. Refuse to take one or both hands off the ball when it is already in the joint possession of a teammate and an opponent.

III. Rules for handling the body.

No player shall be allowed to:

A. Stand in the path of an opponent who is in possession of the ball and moving with it legally and obstruct her progress.--Obstruction.

B. Charge into an opponent while in the act of moving legally with ball.--Charging.

C. Stand in front of a player, either back or facing, in such a way as to guard her, when she is not in possession of the ball.--Blocking.

D. Hold or touch a player with the hands, either to keep track of her whereabouts while not looking at her or to prevent her from moving at will.--Holding or tagging.

E. Touch an opponent in any other way that might be construed as personal contact.--Unnecessary roughness.

F. Push an opponent with either the hands or the body.--Pushing.
IV. Rules covering the mechanics of the game proper.
   
   A. Center throw.
   
   1. The ball shall be thrown by the referee to the player designated as the center, who shall be standing in the area marked off as the center circle.
   
   2. No guard can ever be designated as center.
   
   3. No player can interfere with the pass from the referee to the player.
      The ball is not considered in play until it is in the hands of the center.
   
   4. No player can enter the center circle until after the ball has been passed by the center to a teammate.
   
   5. The ball must be passed from the center circle within five seconds after it has been received.
   
   6. The ball shall be received on a center throw to start the game, at the beginning of each quarter, and after every legal goal.
7. Teams shall alternate receiving the ball at the beginning of each quarter.

8. The team which did not make the score shall receive the center throw after every legal goal.

B. Out of bounds play.

1. When a ball goes out of bounds, it is put back in play by the team which did not cause it to go out of bounds and at the spot where it crossed the boundary lines.

2. The play may be guarded legally from inside the court. In other words, the guard may not step over the boundary line while guarding the play. The passer may not step into the court until the ball has been thrown.

3. When an obstruction such as a wall coincides with the boundary, the guard must stand three feet away from the boundary line to allow the passer room to get rid of the ball.
C. Tie ball.

1. When two players from opposing teams have one or both hands on the ball at the same time, a tie ball shall be declared.

2. The ball shall be tossed up between two players (standing in an imaginary circle similar to the center circle, facing each other with sides toward the side lines) higher than either can reach when jumping. When the ball falls between them, each jumps to tap the ball to a teammate.

3. A player must make an attempt to jump on a tie-ball play.

D. Free throw.

1. The penalty for a foul is a free throw for the opponents of the offending team. The free shot is always taken by a forward. If the player fouled on was a forward, she must take the free throw. Otherwise, any forward may take the free throw.
2. The forward taking the free throw may not step over the foul line until after the ball has left her hands.

3. No other player may step into the free throw lane until after the ball has left the forward's hands.

Note: A team may choose to take an out-of-bounds pass at a spot opposite the foul line on the sideline instead of a free throw. The same rules as set up for out-of-bound plays will be followed.

E. Legal goal.

A goal is considered legal, and the points made will be accumulated into the total score when:

1. The ball enters the basket from above, the impetus having been given legally by any forward within bounds.

Note: The guard touching the ball on its flight toward the basket does not prevent
its counting.

2. If the ball passes through the basket from below and then enters from above, a goal is not made.

V. A list of violations and fouls and their penalties.

A. Violations.

1. Penalty - The ball goes to the opponents out of bounds on the side line at a spot directly opposite the place where the infringement of the rule occurred.

2. A player may not:
   a. Walk with the ball in any direction.
   b. Hold the ball more than three seconds on the court when the ball is in play, five seconds on an out of bounds play, or ten seconds on a free throw.
   c. Hand the ball to a teammate.
   d. Kick the ball, or cause the ball to rebound off the body in any direction.
e. Strike the ball with the fists.

f. Roll the ball on the floor.

g. Take more than one bounce in succession.

h. Throw the ball with any other part of the body than the feet, touching the floor.

i. Step over the division line down the center of the court when the ball is in play.

j. Step over the sidelines, either as a passer or a guarder, on an out-of-bounds play.

k. Step over the foul line before getting rid of the ball on a free throw.

Note: The basket if made does not count, and the ball goes out of bounds to the opponent on the side line.

l. Step into the free-throw lane before the ball has left the
forward's hands on a free throw.

Note: The basket if made counts, and the ball goes out of bounds to the forwards on the side lines.

m. Make a basket before two required passes have been completed after the center throw.

Note: The basket if made does not count, and the ball goes out of bounds to the opponent on the side lines.

B. Fouls.

1. Penalty - A free throw is awarded the opponents of the offending team. If the player fouled was in the act of shooting for basket, two free throws are awarded.
2. No player shall:
   a. Put one or both hands on the ball when it has been secured previously by an opponent. Technical foul.
   b. Refuse to take one or both hands off the ball when it is already in the joint possession of a teammate and an opponent. Technical foul.
   c. Cause an unnecessary delay of the game. Technical foul.
   d. Stand in the path of an opponent who is in possession of the ball and moving with it legally and so obstruct her progress. Personal foul.
   e. Charge into an opponent while in the act of moving legally with the ball. Personal foul.
   f. Stand in front of a player, either back or face, in such a way as to guard her when
she is not in possession of the ball. Personal foul.

g. Hold or touch a player with the hands either to keep track of her whereabouts while not looking at her or to prevent her from moving at will. Personal foul.

h. Push an opponent either with the hands or with the body. Personal foul.

i. Touch an opponent in any other way that might be construed as personal contact. Personal foul.

VI. Rules concerning the conduct of the game.

A. The game shall consist of four quarters of a maximum of eight minutes each, with two minutes between the first and second quarters, and third and fourth quarters, and ten minutes between the halves of the game. The teams shall change goals at the end of the first half.
B. Scoring.

1. Two points shall be awarded each field goal.
2. One point shall be awarded each free throw.
3. The accumulation of points made during the game shall decide the winner, the larger number winning.

C. Substitutes.

1. No player may be substituted or enter a game more than three times.
2. A substitute may enter the game only when the ball is not in play.
3. A substitute must report to the scorer and not participate in the game until recognized by the umpire or referee.
4. No player may substitute in a game who has been disqualified on the basis of number of personal and technical fouls even though she has not been in the game three separate times.
D. Disqualification of players.

A player is disqualified and may not play further in the particular game when:

1. She has five technical fouls.
2. She has four personal fouls.
3. She has a total sum of five personal and technical fouls.

E. Time out.

1. Time out shall be taken only when the ball is dead or in case of injury.
2. Each team is allowed three time-outs during a game.

The official Basketball rules published every one or two years by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation, may be secured through A. S. Barnes and Company, New York City, New York, for thirty-five cents. These rules should be used as the controlling device for all questions and decisions arising over the playing of the game of basketball.
TESTING

The simple tests presented in this part of the study cover the basic skill techniques. In the references given at the end of this section, many other tests are discussed which can be used to vary the testing program or to test more advanced skills.

Giving a written test on the basic rules may also be a part of the testing program. This type of test impresses students with the importance of learning the rules.

In the introductory remarks at the beginning of this chapter of the study, are listed certain general principles concerning testing in the field of team sports. By following these, the testing program will be more logical to the teacher and more meaningful to the student.

I. Passing.
   A. Partner passing.

   Preparation:
   Two students stand facing each other ten feet apart in possession of a ball. On signal, the ball is passed from one to the other and back as rapidly as possible, until
a second signal is given thirty seconds later.

Scoring:
Each time a pass is made from one student to the other, a point is made. The total accumulated points made in the thirty seconds is the score for the test.

Rules:
If the ball is fumbled, the student who should have caught it must return it to the spot ten feet from her partner, where the test was started, and begin passing and counting again. The total points accumulated at the point the fumble was made still count toward the total score.
B. Wall passing for speed and accuracy.

Preparation:
Student stands behind the ten foot line and at a signal throws the ball as rapidly as possible at the wall. At the second signal, thirty seconds later, the student stops the passing.

Scoring:
The numerical total of all passes completed within the thirty seconds constitutes the score of the rest.

Rules:
The student taking the test must not step over the line ten feet from the wall. The numerical value of a pass made while stepping over the line is zero. The pass itself does not count in the total number of passes.
C. Reverse turn and pass.

Preparation:

Two students stand twenty feet apart facing each other. The third student stands at the ten-foot mark between them facing the player, who is holding the ball. On signal, the ball is passed to the center player, who makes a reverse turn and passes the ball to the player who was behind her at the start. This player in turn passes the ball back to the center player, who reverse turns and passes the ball back to the original passer. This pattern continues until the second signal thirty seconds later.

Scoring:

The player who has been the center player is scored on the number of passes she has made.
Rules:

If the ball is fumbled, the student who should have caught it must return it to the spot from which the test was started and begin passing and counting again.

II. Jumping.

A. Jump and reach.

Preparation:

Student stands close to the wall, arm extended overhead, holding a piece of chalk in her hand. A mark is made on the wall with the check at the highest point the student can reach with the arm extended. This is the reaching height. The student then jumps as high as possible and makes a mark with the chalk on the wall. The jump is repeated twice.
Scoring:

With a yardstick, the distance from the reaching height to the highest jumping mark is measured in inches. This is the score for the test.

Rules:

The student must stand stationary and jump. No preliminary steps are allowed. The reaching height is made with feet flat on the floor.

III. Shooting.

A. Free throw practice.

Preparation:

The student stands behind the foul line and takes ten trials for the goal.

Scoring:

The score for this test is the number of successful free throws made.
Rules:

All the official rules regarding the free throw must be applied in this situation for the development of good habits of taking free throws.

B. Shooting for accuracy.

Preparation:

According to the following diagram, marks are placed on the floor with chalk. The student takes one try for basket on each mark.

Scoring:

The number of successful shots for goal constitutes the score.

Rules:

All rules that have to do with handling the ball must be applied to this situation, such as not walking with the ball,
not holding the ball longer than three seconds, etc. This will help in the development of good shooting habits.

C. Shooting for speed and accuracy.

Preparation:

The student stands behind the foul line. At a signal, she shoots for goal, attempting to catch the ball as it comes through the basket, or off the backboard, before it touches the floor. She continues to shoot from wherever the ball was received until the second signal thirty seconds later.

Scoring:

The score consists of the number of shots taken at the goal plus the number of successful attempts at the goal.

Rules:

All the rules that have to do with handling the ball must
be applied to this situation, such as not walking with the ball, not holding the ball longer than three seconds, etc. This will help in the development of good shooting habits.

ADVANCED TECHNIQUES

The following is a list of the advanced techniques in basketball. Use of the references at the end of this section will supply the necessary information and analysis of these techniques.

Advance Physical Skills.

1. Passing.
   a. Backward pass.
   b. Shove pass.
   c. Two-hand overhead pass.
   d. Two-hand shoulder pass.
   e. Hook pass.

2. Movement with the ball and the body.
   a. Juggle
   b. Pivot - rear, front.
   c. Feint.
   d. Dodge.
   a. Hook shot.
   b. Set-up shot.
   c. Banked shots and clear shots.
   d. Spin or english on the shot.

Advance Team Tactics.

1. Defense.
   a. Man-to-man defense.
   b. Set-zone defense.
   c. Zone-shift defense.
   d. Pick-up defense.

2. Attack.
   a. Forward defense when not in possession of the ball.
   b. Set plays from center.
   c. Out-of-bounds plays.
   d. Tie-ball plays.

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National Section on Women's Athletics, American Association for Recreation, Physical Education, and Health.

OUTLINE OF UNITS OF ASSOCIATED LEARNING

The following outline consists of the integration of basic elements that make up the game of volleyball in such a way that all the material is presented not only in relation to the logical parts of each element, but also in the organization of the various elements. These units do not necessarily represent a class lesson, as differences in size of class, equipment, length of class periods, etc. necessitate adjustment of the amount of material presented.
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SOCCER

OBJECT OF THE GAME

The game of soccer consists of starting the ball in the center of the field by kicking the ball, and continuing to kick it down the field through the goal protected by the opponents, called the "opponents' goal." The ball must pass over the goal line, between the goal posts, and under the cross bar. This is called a "field goal" and counts two points. The team which succeeds in making the greatest number of goals during playing time wins the game.

EQUIPMENT

Equipment necessary to play the game of soccer is as follows:

1. Leather soccer ball.

Note: When purchasing equipment ask for regulation soccer ball. If possible, there should be one ball for each six students.
2. Two goals, each made of two upright posts eight feet high, set six yards apart, with a cross bar from one upright post to the other. The goals should be painted white.

Space necessary to play soccer is as follows:

1. A playing field eighty to one hundred yards in length and forty to sixty yards wide is the official playing space. Any field falling within these dimensions would be considered official. The following diagram shows the essential lines and their names.

2. The two goals are placed on the goal lines equidistant from the side lines.
PLAYERS

An official soccer team consists of eleven players designated by the following names:

Five forwards
  Left wing, left inner, center, right inner, right wing.

Three half backs
  Left half, center half, right half.

Two fullbacks
  Right fullback, left fullback.

Goalkeeper.

BASIC PHYSICAL SKILLS

The basic physical skills are outlined under three headings as follows:

1. Putting and keeping ball in motion.
2. Stopping ball.
3. Movements of player with and without ball.

I. Putting and keeping ball in motion by kicking and dribbling.

The fundamental concept of the game of soccer rests on the fact that the ball is put and kept in motion by the act of hitting it with the foot. When this occurs in the act of passing it to another player, it is called
"kicking the ball." When in the act of moving the ball forward by a series of little taps recovered by the original kicker, it is called "dribbling the ball."

Once the ball has been put in play by the foot, it may legally be redirected by rebounding off the body. However, this is an advanced technique and need not be included in the material presented to a beginning class. For more advanced players, the analysis of this technique, called "volleying the ball," may be found in any of the texts listed in the bibliography.

Never may the ball be touched by the arms and hands of the players, except in the case of the goalkeeper, who has the privilege of throwing a caught ball within her own penalty area. This is the most important rule in the game of soccer.

A. Kicking the ball.

A ball is kicked in the desired direction by using different parts of the foot as the contact point and swinging the leg in the desired direction of the kick. The speed and distance of the kick are determined by the part of the foot used. The ability to handle balls advancing from different directions is also dependent on the ability to kick with different parts of the foot.
Since both right and left feet are used, the following chart is shown to indicate direction, speed, and length of kick for each area of contact, and for each foot.

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<td>Inside of foot</td>
<td>left</td>
<td>medium</td>
<td>medium</td>
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<tr>
<td>Outside of foot</td>
<td>right</td>
<td>slow</td>
<td>short</td>
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<tr>
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<td>forward</td>
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The analysis of the kick will be discussed from the viewpoint of each of the three areas of contact - the instep, the inside of the foot, and the outside of the foot.

Note: In each case the analysis will be made for the right foot. The kick by the left foot will be the reverse of the analysis. Practice should be given to both feet equally to facilitate kicking in any direction.
1. **Kicking with top of instep.**

   This kick is straight forward, swift, long.

**Preparation.**

   a. Eyes on ball.
   b. Weight on left foot.
   c. Right leg swings back from hip, knee bent, and ankle relaxed.
   d. Ball advancing in front of player slightly to right side.
   e. Arms swing free at side for balance.

**Act of kicking:**

   a. Whole leg swings forward from hip.
   b. Knee relaxed.
   c. Ankle extended, toes pointed.
   d. Ball met with top of instep.

**Note:** By taking two or three steps preceding contact with ball,
more force can be added to kick.

Follow through:

a. Leg follows through with flight of kick.

b. Arms and body move forward to maintain balance.

Coaching hints:

a. Keep eyes on ball.

b. Keep toes pointing and ankle extended so that top of foot will contact ball.

Note: This is safety measure as sprained and broken toes can be suffered by meeting ball with toes themselves. Emphasize.

c. Meet ball squarely so desired forward direction will be obtained.

d. Raise arms to keep balance.

e. Don't hesitate - kick!
Ways and means of practicing:

The ways and means of practicing kicking will be discussed at the end of the section on "kicking the ball."

2. Kicking with inside of foot.
This kick is to the left, medium speed, medium length.

Preparation:

a. Eyes on ball.
b. Weight on left foot.
c. Right leg swings outward and backward.
d. Knees slightly bent.
e. Ankle slightly pulled up, toes pointing forward.
f. Ball advancing in front of player.
g. Arms swing free for balance.

Act of kicking:

a. Leg swings across body from right to left.
b. Meets ball near ground.
With inside surface of foot and ankle.

Knee straightens at moment of contact.

Follow through:

a. Hips twist to left slightly as -

b. Foot follows flight of ball up.

Note: Due to limitations of body, follow through is short.

Coaching hints:

a. Keep eyes on ball.

b. Pull up foot to right angle.

c. Point toes forward.

d. Meet ball low - near ground.

e. Follow through in direction of kick.

f. Meet ball squarely.

3. Kicking ball with outside of foot. This kick is to the right, slow, short.
Preparation:

a. Eyes on ball.
b. Weight on left foot.
c. Right leg raised across in front of body.
d. Knee slightly bent.
e. Ankle slightly pulled up.
f. Toes pointing forward.
g. Ball advancing in front of body slightly to left.
h. Arms free at side.

Act of kicking:

a. Leg swung directly to right meeting -
b. Ball near ground with -
c. Outside area of ankle and foot.

Follow through:

a. Leg follows through in direction of kick.
b. Arms and body move away from kick to maintain balance.

Coaching hints:

a. Eyes on ball.
b. Be sure ball within reach before attempting kick.

c. Don't poke - swing!

Ways and means of practicing kicking:

Note: Practice patterns described below involve starting ball from stationary position only. Practice patterns for kicking and stopping ball will be discussed at end of section of "Stopping the Ball."

1. Players line up in opposing columns thirty-five yards apart. First player in starting column kicks stationary ball with top of instep to first player in opposing column, and retires to the end of her column. First player in opposing column catches ball and places it on ground. From this position she kicks ball with top of instep toward starting column and retires to end of her column. Pattern of kicking stationary ball with
top of instep toward opposing column and retiring to end of line continues until all players have had a kick with both right and left feet.

2. Place two players five feet apart. Place ball ten feet from players and midway between them. Four players line up and individually approach stationary ball with intent to kick it between the two players, using a kick to right or left side with inside of foot and outside of foot. (This change in direction from right to left can be accomplished by changing approach to ball.) A seventh player may be used to retrieve ball and place it in position for next kicker. This practice is valuable in learning the possibilities and control of direction of ball to right and to left from both inside and outside of feet.
B. Dribbling the ball.

One player may keep the ball in her possession by a series of short kicks forward. This is called "dribbling the ball." For beginning players, the dribble consists of a series of short taps against the ball with the inside of the feet. Each tap directs the ball about two feet forward. The taps alternate between the two feet, and the player takes one or two running steps between each tap.

Note: Emphasize that the taps are very little kicks being, at the most, only two feet or so in length.

Preparation:

1. Eyes on ball.
2. Weight on left foot.
3. Right foot lifted to side and slightly back.
4. Ankle bent up and toes pointing to side.
5. Arms free at side for balance maintenance.
Act of tapping:

1. Swing foot toward ball.

2. Contact should be made with inside of foot.

3. Ball should be met low - near ground.

Follow through:

1. Follow through is step taken directly after tap by foot that contacted ball.

Note: Since second tap in series will be taken by other foot, opposite foot from that mentioned in analysis will be used to make it.

Coaching hints:

1. Use alternate feet to tap ball.

2. Eyes on ball.

3. Don't kick it, tap it.

4. Use arms to maintain balance.

5. Keep ball close to feet.
Ways and means of practicing:

1. Players line up in column. One player stands thirty feet in front of column. First player dribbles ball down field and round stationary player, then back to second player in column, and returns to end of column. Rest of players in turn repeat pattern.
   a. This can be used as a relay with addition of several columns.
   Object—all players in column to repeat pattern in shortest time.

2. Place five players five feet apart in column. Player dribbles to right of first player, left of second player, right of third player, etc. to end of column and back. She then gives ball to first
stationary player in column, and takes her place in column. First stationary player repeats pattern. All players in turn have chance to practice.
a. This can be used as a relay with addition of several columns.
Object—all players in column repeat pattern in shortest time.

II. Stopping the ball.

The term used for stopping the ball dead in soccer is "trapping" the ball. There are a number of ways of trapping the ball. The two methods most fundamental to the game and essential to the beginner are with the sole of the foot and with the front of both legs.

When it is impossible to stop the ball dead because of its height from the ground or its speed, a ball may be directed to the ground by the body. This is called "blocking the ball."
A. Trapping the ball with the foot.

Preparation:

1. Player in line with approaching ball.
2. Eyes on ball.
3. One leg raised forward, knee bent, toes pulled up, heel low.
4. Weight on supporting leg.

Note: The stop will be made by foot nearest approaching ball.

Act of trapping:

1. As ball rolls toward player, sole of foot presses down on it.
2. Player advances to meet ball, rather than letting it come the whole distance to her.
Follow through:

1. The follow through is continuation of movement into preparation to pass ball to a teammate, or to dribble oneself.

Coaching hints:

1. Eyes on ball.
2. Advance to meet ball.
3. Get in line with ball.
5. Don't put weight on ball--just press on it.
6. Be prepared to make next pass.

Ways and means of practicing:

Note: Ways and means of practicing will be discussed at end of section on "Stopping the Ball."

B. Trapping the ball with the front of the legs.

Preparation:

1. Player in line with approaching ball.
2. Eyes on ball.
3. Feet together, toes forward.
4. Knees bent, heels off ground.
5. Weight carried evenly on both feet.
6. Arms free at sides.

Act of trapping:
1. Player moves forward toward ball.
2. Knees bend deeply as -
3. Ball caught between knees and ground.
4. Body leans forward with the contact of ball.

Follow through:
1. The follow through is the continuation of movement into preparation for passing the ball immediately.

Coaching hints:
1. Get in line with ball.
2. Eyes on ball.
3. Bend knees.
4. Lean forward.
5. Use arms to balance yourself.
6. Move toward advancing ball, don't wait for it to come to you.

Note: This is a difficult stop to make if ball is to be stopped dead. However, it is a good stop to use, since ball frequently rolls in an excellent position for forthcoming pass. Emphasis on this will improve use of this method. Also, this type of trapping is an efficient way to handle a ball that is slightly off ground as it approaches player.
Ways and means of practicing kicking and stopping the ball:

1. Two columns opposite each other and fifteen feet apart. First player in starting column passes ball with kick on inside of foot to first player in opposite column andretires to the end of her column. First player in opposite column traps ball with her foot, passes it to second player in starting column with a pass made by inside of foot, andretires to end of her column. This pattern is repeated until all players in both columns have passed with inside of foot and trapped ball with foot.

**Note:** Have players face in opposite direction from the starting position to practice.
the pass with inside of other foot. This makes practice for right pass by left foot, and left pass by right foot.

a. By moving columns closer together, pass from the outside of foot may be used in the same pattern.

b. A relay may be used with this pattern on addition of several pairs of columns. Object— all players in columns to pass and stop in shortest time.

2. Players stand in a circle thirty feet in diameter. Leader stands in center, kicks ball with top of instep to each player in turn, who traps ball with front of legs and passes back to center player.
Note: Change center players frequently to give all an opportunity to practice kick by top of instep.

a. A relay form may be developed with addition of several circles.

Object—all players in circle trap ball and pass it back to center player in shortest time.

C. Stopping the ball with a block.

Preparation:

1. Keep eyes on ball.
2. Get in line with ball as it advances in air toward player.
3. Arms free at sides to maintain balance.

Moment of impact:

2. Direct ball toward ground.
Follow through:

1. Relaxation of muscles in area of contact.
2. Quick recovery of balance to play ball, which should be lying on ground in front of player.

Coaching hints:

1. Eyes on ball.
2. Get in line with ball as it comes toward you.
3. Use arms to keep balance.
4. Direct ball toward ground.
5. Relax after blocking ball.
6. Be quick—recover to pass or dribble ball.

Ways and means of practicing:

1. Line players up in column. Leader stands twenty feet in front of column and kicks ball with top of instep toward first player in column, who advances to block ball toward ground; recover ball; pass back to
leader, and retire to end of column. Repeat with all players in column, in turn.

2. Players line up in double column ten feet apart. Ball is started with kick by instep to first player in opposite column, who blocks ball; recovers it; kicks with top of instep to second player in starting column, who, then, stops ball by blocking, recovers ball, and passes to second player of starting column. The pattern continues--blocking, recovering ball, passing to next player in opposite column--until all have done it.

a. This pattern may be used as a relay with addition of several double columns of equal length.
Object—all players on any column to handle ball in shortest time.

III. Movements of the player with and without the ball.

A. Without the ball.

In the situation where there are eleven players on a team and only one ball, there is considerable time when a player is not in possession of the ball, and, often, not even near the ball. This does not mean, however, that the player stands in the stationary position waiting for the ball to come near her. On the contrary, the player must either be keeping on a line with the ball at all times, even though it is on the opposite side of the field, or be approaching an opponent in possession of the ball for the purpose of taking the ball away from her, or forcing her to pass it to a teammate. The latter situation is called a "tackle," and the former is referred to as the "position of readiness."

The discussion of the position of readiness is centered around the idea that the
player will always maintain the position, in relation to the ball, of being on a line with the ball—in other words, just as near the opponent's goal as the ball is, but no nearer. To maintain this position it is necessary to be in a position to run, start to run, run, stop running. These elements make up the position of readiness, which might be more clearly defined as the correct relationship to the ball and the correct position to receive the ball.

1. Position of readiness.

Preparation:

Note: Preparation of position of readiness is alert observation and waiting for ball to move.

a. Eyes on ball.

b. Face opponent's goal.

c. Feet in forward stride position, left foot forward if playing on left side of field, and right foot forward if playing on right side of field.
d. Knees slightly bent, weight balanced for quick start.

e. Whole foot on ground for a strong push-off to make start.

Act of moving:

a. Eyes on ball.

b. Correct running position.

   (1) Push off from heels through toes—whole foot.
   (2) Knees lifted in front.
   (3) Weight forward.
   (4) Arms easily swing forward and back in rhythm with feet.
   (5) Breathe through nose.
   (6) Point toes straight forward.

Note: Except when advancing for immediate possession of ball, this run is comparatively
slow, a jog
trot, being
only fast
enough to keep
in line with
ball.

Act of stopping:

a. Eyes on ball.
b. Whole foot used as brake.
c. Give with knees at moment of stopping.
d. Feet in running stride position.
e. Body erect.
f. Arms swinging for balance.

Follow through:

a. The follow through is receiving of ball or -
b. Turning and running back to keep on line with ball at all times.

Coaching hints:

a. Keep eyes on ball.
b. Stay opposite ball, never ahead of it, or behind it.
c. Relax and run fast enough to keep up with ball.

d. Be ready to receive ball at any time.

e. "Give" in knees when stopping.

f. Breathe through nose, not mouth.

g. Let arms swing freely.

h. Push off from heels to toes to get strong start.

Ways and means of practicing:

a. Spread class out across field. Have them run slowly--jog-trot--toward other end of field and back. Coach the proper form, and emphasize breathing through nose instead of mouth to keep throat from drying and making breathing more uncomfortable.

(1) Use this pattern as a warm-up before every class to develop
sufficient endurance
to play the game for
a game period, without
becoming exhausted.

b. Line class up across field.
Start running forward on
whistle. At second whistle,
have class stop, turn, and
run back. Repeat, emphasizing eyes on ball, and easy
relaxed stop and turn.

Note: The position of readiness should be a definite part of physical skill techniques of all players. Emphasis on relationship of player and ball, and, position of readiness of player will make alert, intelligent playing possible.

2. Tackle.
To approach an opponent in possession of the ball with the intent
to rob her of the ball, or, at least, to cause her to pass the ball and thereby provide opportunity for interception, is a fundamental skill of soccer. The term "tackle" may not involve the use of personal contact between two players.

Note: Official rules read that no player may trip, push, kick, hold, or jump at an opponent. The penalty for such action is a free kick for the opponents at the spot where the foul occurred.

The tackle should involve only two players, the opponent in possession of the ball, and the tackler. All other players should stay far enough away from the tackle to see its outcome, in an effort to intercept or receive the possible pass. Coaching players not to crowd in on a tackle
eliminates, to some extent, the possibility of committing fouls.

Preparation:

a. Eyes on ball.
b. Advance squarely toward on-coming opponent with ball.
c. Arms free at side for balance.

Act of tackling:

a. When ball is within reach.
b. Foot on side opponent is approaching should reach out toward ball and--
c. Push or kick ball away from opponent toward a teammate.
d. Body leans away from point of contact.
e. Arms used to maintain balance.

Coaching hints:

a. Eyes on ball.
b. Reach for ball.
c. Keep body out of way.
d. Time tackle to meet ball when it is not in contact
with opponent's foot.

e. Kick ball far enough away so opponent cannot reach it.

f. Pass to teammate or get possession of ball yourself after tackle.

Ways and means of practicing:

a. Each two players with a ball. Player with ball dribbles toward partner, who is the tackler. Tackler advances to attempt tackle.

Note: If there are not enough balls for each two players to have one, divide the class into small groups of four, six, eight, depending on the number of balls, and give each group a ball.

Proceed to practice above described
pattern by pairs, in turn, until all have practiced the tackle with both feet sufficiently to understand the skill.

b. Players line up in double column, two by two. Leader, standing twenty feet in front of column, dribbles ball toward column. First pair of players in double column advance, one player tackles leader, passing ball to partner at completion of tackle. Leader recovers ball again, and dribbles in same manner toward second pair in column who repeat tackle and pass pattern. Continue until all pairs have had turn at both tackling and receiving pass from tackler.
Note: This is excellent practice for passing ball directly after act of tackling.

B. With the ball.

A player in possession of the ball and about to be tackled by an opponent must do one of two things to keep the ball in possession of her team. She must pass it to a teammate before the tackle occurs, or she must kick it around the tackler on one side, run around the tackler on the other side, gain possession of the ball again, and continue down the field. These techniques are called "evading" the opponent.

1. Pass to a teammate.

Preparation:

a. Eyes on ball and oncoming opponent.

b. Control of ball by correct dribbling.

Act of passing:

a. At moment tackle is expected-

b. Quickly pass to teammate, either right or left.
Follow through:

a. Continue down field in readiness to receive ball again if necessary.

Coaching hints:

a. Eyes on ball.
b. Eyes on opponent.
c. Pass quickly before tackle.
d. Don't run into opponent.
e. Be alert.

Ways and means of practicing:

a. Players line up in double column, two by two. Leader twenty feet in front of double column. First couple advances, one player dribbling. Leader advances to attempt tackle. Ball is passed to partner at moment of attempted tackle. Second couple take ball and repeat the pattern as leader advances to tackle. Continue pattern until all have practiced, in turn, both right
and left passes, sufficiently to be moderately successful in timing moment of making pass.

2. Pass around an opponent—dodge.

Preparation:

a. Eyes on ball and oncoming opponent.

b. Control of ball by correct dribbling.

Act of passing:

a. Just before expected tackle, kick ball to right (or left) of opponent, well outside his reach.

b. Run rapidly to the left (or right) of opponent and gain possession of ball behind his back.

Follow through:

a. The follow through is regaining control of ball.

Coaching hints:

a. Eyes on ball.

b. Eyes on oncoming opponent.
c. Don't hesitate--kick just
before tackle can be made.

d. Run fast to opposite side
from kick, around opponent,
and gain possession of ball.

Ways and means of practicing:

a. Each two players with a
ball. Player advancing with
ball attempts to kick it
around the right side of
her partner, who is advanc-
ing to attempt the tackle,
and runs rapidly around left
side of tackler to gain pos-
session of ball again behind
her back.

(1) Reverse practice by
kicking to left and
running around to right.

This pattern should be repeated
by partner in possession of ball.

Note: If there are not enough balls
for each two players to have
one, divide class into small
groups of four, six, eight,
depending on number of balls, each group with a ball. Proceed to practice above-described pattern by pairs, in turn, until all players have practiced tackle sufficiently to understand the skill.

BASIC GAME ELEMENTS

The pattern of the game as a whole should be presented to the players in conjunction with the basic physical skills. This plan of teaching creates greater interest and more incentive to learn the physical skills because when applied directly to the game they become meaningful to the player.

Note: The analysis of the game elements is presented in a teaching progression.

The basic game elements will be discussed under the following headings.

1. Game pattern as whole.
3. Organization of game of soccer.
I. Game pattern as a whole.

a. Introduction.

1. Object of game.

   Explain to class:

   a. Object of game is to get ball into opponent's goal--over goal line, under crossbars, and between goal posts. This is a "field goal", and counts two points. Indicate and name the various markings on the field.

   b. Ball may never be touched with arms or hands but only kicked with feet. Penalty for touching ball with hands or arms is to give ball to opponents. However, it must be clear to players that ball can legally bounce off the body proper.

   c. Field goal may be made by any player on a team from anywhere on the field.
2. Team unit.

a. Divide class into team units of eleven players each. Give each team a distinguishing colored mark, so that teams may be recognized when playing on the field.

Note: A convenient way to mark different teams is by the use of a "pinnie" as described in the introductory notes for this chapter.

b. Place a team in one half of field and explain that this half is called "their half."

c. Indicate other half of the field, and explain that that half is called their "opponents'" half.

Note: Be sure each team unit is aware of their own half of the field.
and the opponents' half.

d. Indicate goal in their half of field. Explain that it is their "own goal", the goal they are defending.
e. Indicate the goal in their opponents' half of the field. Explain that it is the "opponents' goal", the goal they are attacking in an effort to make a field goal.

B. Start the game.

1. Place two teams in each half of field facing each other.

2. Reiterate the following:
   a. Own half of field.
   b. Opponents' half of field.
   c. Own goal.
   d. Opponents' goal.

3. Indicate goalkeeper in each goal. Explain that goalkeeper has following privileges apart from the other players when standing in her own penalty area:
a. Pick up ball with hands and-
   (1) Throw, kick, or bounce it, then throw or kick it.
   (2) Take no more than two steps while holding ball.

4. Place ball in center circle on halfway line.

5. Indicate that one player on a specified team will put ball in motion by kicking it to start game, while rest of the two teams stand in following positions:
   a. Team taking starting kick may not cross half way line until ball has been kicked.
   b. Opponents may not cross restraining line in their half of the field until ball has been kicked.
   c. Player who makes starting kick may not kick ball again until some other player has kicked it.
d. On being kicked, ball must travel at least its circumference of twenty-eight inches.

Note: For any breach of these rules, a free kick will be given opponents at spot where error was made.

6. Blow whistle to indicate game is to be started by kick-off as described above.

C. Playing the game.

While ball is in play, reiterate to players that they may not:

1. Touch ball with either arms or hands.
2. Trip, kick, strike, charge, hold, push an opponent at any time.
3. Get ahead of ball when in possession of one's own team.

Note: The penalty for any breach of above rules is to give ball to opponents for kick at spot where foul occurred, except when it occurs inside penalty area of offending team's own half of
field, in which case, a penalty kick shall be awarded opponents. If two players make a foul simultaneously, a roll-in is called.

D. Scoring.

1. Score for field goal is two points.
2. Score for penalty kick is one point.
3. Team making greatest number of points during playing time wins game.

II. Mechanics of the game.

The mechanics of playing the game are more easily understood when the following definitions are clear:

a. A team is in possession of the ball when any member is either dribbling or in the act of kicking the ball with intent to pass to a teammate.

b. A team is an attacking team when in possession of the ball in the opponent's half of the field.

c. A team is a defensive team when not in possession of the ball, in their own half of the field.

The following discussions describe the various situations when the ball is stopped and must be put back in play. These occur as part of the playing of the game
itself. They are the mechanics of making the game move. The inability to perform the necessary responses to these situations by the players slows the game. All players should know where to go when a certain situation occurs and how to put the ball back in play.

A. Starting the game.

1. Game is started with kick of ball from spot in center of field on halfway line, and inside center circle.

2. Team taking kick must line up in own half of field behind halfway line and remain there until ball has been kicked.

3. Opponents line up in their half of field behind restraining line and remain there until ball has been kicked.

B. Making a legal goal.

1. Ball shall pass over goal line, under crossbar, between goal posts.

2. It may be kicked by any player on attacking team from any place in field.
C. Free kick.

A free kick occurs whenever a team makes a foul, such as touching the ball with the hand, pushing an opponent, etc.

1. Ball is placed on spot where foul occurred.

2. Member of non-offending team kicks ball to teammate from that spot.

3. All opponents must be at least six yards away from ball at time of kicking.

4. Ball must travel at least its circumference on the kick. Otherwise it is given to opponents at same spot for kick.

5. Kicker may not touch ball again until after someone else has kicked it.

D. Penalty.

The free kick covers all foul penalties except one. When a player is standing in the penalty area surrounding her own goal and makes a foul, the opponents are awarded a penalty kick as follows:
1. Ball is placed on penalty kick mark, twelve yards in front of goal.

2. Ball may be kicked by any member of non-offending team.

3. All other players, with exception of goalkeeper, who stands on the goal line, and above-mentioned kicker, must be outside penalty area in field of play.

4. No players may enter penalty area until ball has been kicked.

5. Ball must be kicked forward toward goal.

6. A penalty goal counting one point is awarded if ball goes directly from kick, or deflected on kick by goalkeeper, through the goal.

7. After other players enter penalty area and ball is kicked by some of them, and then through goal, a field goal is awarded, instead of a penalty goal.
E. Out of bounds on the sideline.

When ball goes out of the field over sidelines a kick-in occurs in which:

1. Ball is placed on sideline at spot where it went out of bounds.
2. A member of the team which did not kick ball out of bounds shall stand out of field and kick ball to a teammate in field.
3. Ball must roll its circumference on kick. Otherwise, the kick-in will be taken over by opponents at same spot.
4. All opponents shall stand at least six yards away from ball.
5. Kicker may not touch ball again until it has been played by another player.

F. Out of bounds on the goal line.

When the ball goes over the goal line, one of two patterns is followed, depending on who kicked the ball out of bounds.

1. When a member of attacking team kicks ball over opponents' goal line, outside goalposts, or over
crossbar, a defense kick is taken in which:

a. Ball is placed anywhere on line marking penalty area, and -

b. Kicked by a member of defensive team in any direction.

c. No opponent can stand nearer than six yards.

d. Ball must travel its circumference on kick. Otherwise, it is given to opponents for free kick at same spot.

e. Kicker may not touch ball until it has been touched by another player.

2. When a member of the defensive team kicks the ball over her own goal line, not between the goal posts, a corner kick is taken in which:

a. Ball is placed on goal line five yards from corner of field on same side of goal where ball went out of bounds.
b. A member of attacking team
kicks ball into field.

c. Five players and goalkeeper
of the defending team,
(usually the five backfield
players) must stand on or
behind goal line until ball
is kicked.

d. No other opponent shall stand
nearer than six yards until
ball has been kicked.

e. Player taking corner kick
may not touch ball until
it has been kicked by an-
other player.

f. Ball shall travel its cir-
cumference, otherwise, op-
opponents will be given ball
for free kick on spot where
penalty corner was being
taken.

G. Roll-in.

When two opposing players make fouls
simultaneously, a roll-in is taken. Also,
when the ball goes out of bounds off the
feet or bodies of two players on opposing teams, a roll-in is taken.

1. Umpire holds ball in her hands, standing two yards away from and midway between two opposing players, who stand six feet away from spot where foul occurred.

2. Ball is rolled by umpire between the two players who attempt to gain possession of it by kicking it to a teammate.

3. All other players shall be six yards away until ball has been kicked by two players involved.

4. If ball goes out of bounds before it has been touched by any other player than the two involved, the roll-in shall be taken over.

Ways and Means of Practicing:

Since soccer is played on a large field, it is sometimes easier to teach the mechanics of the game apart from the playing situation. It is more satisfying to the players when they know where to go to put the ball in play after it has been stopped. The game moves along more rapidly, and the opportunities for coaching game
and team skills are greater for the teacher if the players know exactly what to do as far as the mechanics of keeping the game going are concerned.

Three ways of presenting and practicing the mechanics of the game are offered in the following discussion.

1. Divide the class into teams with distinguishing color markings. Explain that certain color teams are defending certain goals. Call out the colors of teams, each defending a different goal, and call out a certain mechanical situation such as:

"Green, out of bounds on the sideline--here"

(Indicate spot)

"Roll-in between green left half, and blue right wing--here."

"Out of bounds on blue goal line, green kicked it out--here."

At a whistle, both teams race to their proper positions to put ball in play under stated situation.

This can be made more interesting to the players by awarding two points, as if a field goal had been made, to the team which gets in the proper position first.
This pattern of practice can be done on a gymnasium floor, marked in chalk to represent a soccer field. This would make a satisfactory wet-weather lesson.

2. Again using color teams defending definite goals, call out a certain game situation such as:

"Goal to green team, blue team kicking off."

"Blue fullback touched ball with arm when standing in own penalty area."

"Green fullback kicked ball out of bounds on sidelines--here."

Then blow whistle, and have the two teams get into proper position to put ball in play according to game situation.

The value of this particular practice is that the players have to know not only the proper positions in which to place themselves, but also what mechanical situation occurs at that particular occasion in the game.

The method of scoring and using the pattern first discussed in this section can be used with this pattern also.

3. When it is impossible to play on the field because of rain, etc., take the class to a classroom. Give each two players one pencil and some
paper. Have them draw a soccer field and place players, using circles and crosses to indicate different teams, on the field to demonstrate the mechanical situations of the game. 

Note: It is better to have two players work together on these problems since beginning players are often hazy as to positions of players other than themselves. Therefore, two heads are better than one, and more will be learned with less discouragement.

III. The organization of the game of soccer.

A. Choosing the side to kick-off first.

1. To determine which team is to kick-off first, designate captains for each team. (Group vote is a better method than teacher choice.) Flip a coin, having one captain call "heads" or "tails." If exposed side of the coin, after flip, is same as captain called, that captain chooses either to kick-off or to receive.
B. Warming up.

1. Teams should be given period of time before game starts officially to practice running and kicking. This allows players to "warm-up", as well as to become adjusted to the field.

C. Length of the game.

1. The game shall consist of four quarters of eight minutes each with two minutes between first and second quarters and third and fourth quarters, and ten minutes between halves.

Note: This time may be shortened for unofficial games where the greater period is either undesirable or impossible.

D. Rotation of the kick-off.

1. At beginning of each quarter of play, the kick-off shall be rotated between the teams. The team which did not kick-off at beginning of game, shall kick-off
at beginning of second quarter, etc.

2. After a goal has been scored, the team scored against shall take the kick-off.

E. Rotation of goals.
   1. Goals shall be changed at beginning of second half.

F. Substitutes.
   1. Substitutes may be put in game only when ball is not in play.
   2. Substitute shall give name to scorekeeper, and report to umpire, who will send her in game the next time ball is not in play.
   3. No player may re-enter game more than once. If a player starts in the game, and is then taken out, she may go back in. But if she is taken out a second time, she may not play again in that particular game.
BASIC TEAM TACTICS

Team tactics consists of the playing-together of the eleven players on the field for the purpose of making the greatest score. In the final analysis, the degree to which this playing-together occurs determines success of the team.

Team tactics in soccer include individual responsibilities, such as techniques employed by each player to keep her team in possession of the ball, or to secure possession of the ball, and group responsibilities, such as patterns of group movement employed by the team to put the ball into the opponents' goal, or to keep the ball out of their own goal.

To teach team tactics with success, each player must understand thoroughly the following information:

1. The name of own position.
2. Her place on field in relation to other players and lines on field.
3. Chief duties of her position.
4. Names of other players.
5. Their places on field in relation to other players and lines on field.
6. General duties of the various positions.
Diagram on page 309 should be helpful in teaching the names of the players and their places on the field. The duties of the various positions are included in the discussion of Group Responsibilities.

I. Individual responsibilities.

A. When in possession of the ball.

When a team is in possession of the ball, two objectives are clear, first, to get the ball down to the opponents' goal, second, to keep the opponents from taking the ball away.

l. Getting the ball down to the opponents' goal.
   a. Dribbling ball individually.
      Note: The technique of dribbling the ball has been discussed in the section on Basic Physical Skills of Soccer, and will be mentioned here only as an individual's responsibility.

b. Passing the ball.

   The technique of making a kick has been previously discussed in
the section on Basic Physical Skills of Soccer. In playing the game, the kicking technique is used as a means of passing the ball from one player to another. To be successful, a pass must:

1. Be sent ahead of running receiver.
2. Never be passed directly at her feet.
3. Be neither too swift nor too slow.
4. Be passed equally well with both feet.
5. Be passed to a teammate, not just out into space where any player of either team would have opportunity of securing ball.
6. Never passed straight forward but always toward side where chances of successful pass are greater.
c. Receiving the pass.

A pass may be a good one, but if ball is not received by intended teammate successfully, value of pass is slight. To receive ball successfully a player must:

1. Be facing opponents' goal at moment of contact with ball.
2. Be in act of moving, when receiving ball.
3. Be watching ball to time its speed with forward running of player in order to meet ball in front, rather than reach back for it.
4. Avoid stopping ball dead when receiving it. Instead, tip it ahead about two feet, and continue moving, dribbling ball in front of feet. This makes for control of ball before attempting to pass it.

2. Keeping the opponents from securing the ball.

When the opponent tackles a player
with the ball, intending to take it away from her, the player has the choice of either passing the ball to a teammate or using a technique called the "dodge." These two ways of preventing a successful tackle by an opponent are called "evasion" or "evading" an opponent.

a. Passing.

Note: Pass has been discussed previously as an individual responsibility of all players. It is mentioned here in its proper place as a method of evasion.

b. Dodging.

A dodge is made when a player about to be tackled by an opponent passes the ball around the opponent on one side, runs around the opponent on the other side, and recovers the ball herself at the tackler's back, continuing in possession of the ball. A successful dodge occurs:
(1) When player is unable to find teammate to whom to pass ball.

(2) If there is opportunity to pass ball, do so rather than attempt a dodge.

(3) Starting dodge before tackle is made. By waiting too long, tackler will be in such position that kick which starts dodge will be impossible to perform. By starting too soon, tackler will be able to intercept kick on approaching planned tackle.

B. When not in possession of the ball.

A team not in possession of the ball can do one of two things to secure possession—intercept an opponent's pass or tackle an opponent in possession of the ball, taking the ball away from her or forcing her to pass, and thereby increasing the chances of interception.

1. Intercepting a pass.
   a. Keeping eyes on ball to time moment of interception.
b. Timing run to gain possession of ball before it reaches intended pass receiver.
c. Attempting interception of only those passes that come into particular area of player.

2. Tackling.

The tackle has been discussed in the section on Basic Physical Skills of Soccer. It is mentioned here in its proper place as an individual responsibility of all players to gain possession of the ball.

III. Group responsibilities.

Group responsibilities of a soccer team are divided into two sections as follows:

1. When team is an attacking team—in possession of ball in opponents' half of field.

2. When team is defending team—not in possession of ball in own half of field.

Note: At all other times, team is working toward becoming an attacking team by tackling, interception, dribbling, passing, etc. until ball is in their possession in opponents' half of field.
A. As an attacking team.

1. The forward line—right and left wing, right and left inners, center.
   a. The forward line as an attacking team must stay on a line with ball as it is moved forward. At no time may any forward be ahead of ball when it is kicked by a teammate, unless there are three defensive opponents between her and the goal. A player in such a position who touches the ball commits the foul called "off-side", and immediately loses ball to the opponents.

   Note: By coaching beginning players to stay in a line with ball across field, more effective teamwork in attacking goal may occur. There will be less bunching of players, and fewer fouls of personal contact.

b. Shooting for goal is the chief duty of the forwards, and is sometimes shared with the halfbacks, since
any player on a team may make a goal. The following suggestions for shooting for goal should be impressed on the players:

Note: The term "shooting" for goal is the soccer player's way of saying "kicking for goal." This may be confusing to the beginning player and therefore should be made clear to her.

(1) Do not interfere with a teammate's attempt for goal.

(2) Follow up all shots for goal in attempt to redirect a short clearing shot by the defense into the goal.

(3) Be prepared to pick up long clearing shots and make another attempt for goal. Do not consider the shooting over once the ball has gone toward the goal. As many goals may be made by redirection of a clearing shot, if done
quickly and accurately, as by
a direct shot at the goal.

2. The backfield--right, left, and center
halves, right and left fullback is,
and goalkeeper.
   a. As an attacking team, the backs
      are responsible for returning
      all clearing shots from the op-
      ponents' back to the forward line
      players for another attempt at
      goal. This involves intercepting
      the passes out to the opponents'
      forward line, who are lying in
      wait for the ball. This takes
      timing and quick moving.

B. As a defending team.

   1. Forward line.
      a. It is the responsibility of the
defensive forward line, when the
ball is in possession of the op-
ponents, to stand in such a posi-
tion, close enough to the backfield
players, yet far enough away to
keep from cluttering up the back-
field defensive play, to receive
any clearing shots from the backfield in order to move the ball out of dangerous territory up the field.

b. It is the responsibility of the defending forward line to tackle back when an attacking opponent has passed through with the ball. This forces the opponent to pass the ball, opening the chances for interception. It prevents a clear pass to the opponents' forward line, which is dangerous especially when the opponents are close to one's goal.

2. Backfield.

a. The defensive backfield is responsible for marking or guarding the opposing forward line player according to diagram. Marking means keeping between the opponent and one's own goal and tackling instantly when opponent gets possession of the ball, to force her to pass.
Note: This is extremely important, and should be started with beginning players as soon as the general idea of playing is understood. The playing position for a backfield player is entirely dependent on understanding the concept of marking the opposing forward line player.

b. In front of the goal, the defending backfield, on securing the ball, must clear the ball from this area with a long hard kick to the side. If the forward line is in the proper position, this clearing shot, as it is called, should fall in their possession.

Note: Never allow players to clear the ball straight forward from in front of the goal. It is too easy for the opponents to intercept the pass and, being in an excellent position in front of
the goal, to make a field goal. A kick straight forward is never wise unless the field is cleared of opponents ahead and the player is fast enough to take the ball clear down to the goal and shoot.

BASIC RULES

The basic rules of soccer should be understood and appreciated by the beginning players. They are presented under the following headings:

1. Rules covering mechanics of the game.
2. Rules covering fouls and their penalties.
3. Miscellaneous rules covering scoring, substitutions, and goalkeeper's privileges.

1. Rules covering mechanics of the game.

A. Putting the ball into play.

1. Teams shall alternate quarters, putting ball into play as described in starting the game.

2. After a score, team scored against shall put ball into play.
B. Starting the game.

1. Players on team taking starting kick, line up on half-way line.
2. Players receiving starting kick line up behind restraining line in own half of field.
3. Ball shall be kicked at least its circumference into opponents' half of field from spot in center of half-way line.
4. Player making the starting kick may not touch ball again until it has been kicked by another player.
5. For violation of any rule governing starting of game, a free kick shall be awarded opponents.

C. Changing goals.

1. Goals shall be changed at beginning of second half of game.

D. Out of bounds.

1. On the sideline--kick in.
   a. Member of the team which did not cause ball to go out of bounds shall put it in play by placing it on ground at spot where it went over line and kicking it into field.
b. Kicker shall stand outside field.
c. Ball must roll into the field at least its circumference.
d. Kicker may not touch ball again until it has been touched by another player.
e. No opponent may be nearer ball than six yards.
f. A goal cannot be directly scored from a kick in.
g. Any violation of rules by team kicking ball-in, will give the kick to opponents at same spot.
h. At any violation by team not kicking in, kick-in shall be taken over.

2. On the goal line, by the attacking team--defense kick.
   a. Ball shall be put into play by member of defensive team by kick from ground from any place on line marking penalty area.
   b. Ball shall be kicked forward at least its circumference.
   c. Kicker may not touch ball until it has been touched by another player.
d. No opponent shall be nearer ball than six yards.

e. For any violation of rules by team taking kick, the opponents get a free kick.

f. For any violation of rules by opponents, kick will be taken over.

3. On the goal line by the defensive team--corner kick.

a. Ball shall be placed on goal line, five yards from corner of field on side on which ball went out of bounds.

b. Member of attacking team shall kick ball into field.

c. Ball must travel at least its circumference.

d. Kicker may not play ball until it has been kicked by another player.

e. Halves, fullbacks, and goalkeeper of team must stand on or behind goal line.

f. No other opponent may be nearer than six yards.

g. For any violation of rules by team taking the kick, a free kick will be awarded opponents.
h. For any violation of rules by team taking the defensive, corner kick will be taken over.

4. When the ball goes out of the field off two players—roll-in.
   a. Umpire shall hold ball, standing two yards from sideline, opposite spot where ball went out of bounds and equidistant from the two players.
   b. Players shall face each other, six yards apart.
   c. Umpire shall roll the ball between players, who will attempt to gain possession of it.
   d. No other player shall be nearer ball than six yards.

II. Rules concerning fouls and their penalties.
A. Fouls:

   The player may not:

   1. Touch ball with arms or hands.
   2. Trip, push, kick, hold, strike, charge, or jump at opponent.
   3. Receive and play ball in opponents' half of the field if she was ahead of ball at moment
it was kicked to her, unless there are three opponents between her and ball.

B. Penalties:

1. When attacking team makes a foul, a free kick is awarded opponents.
   a. Ball is placed on ground at spot where foul occurred.
   b. Member of the opponents' team kicks the ball at least its circumference.
   c. Kicker may not touch ball until it has been played by another player.
   d. No opponent of kicker may stand nearer than six yards.
   e. For violation by kicker, free kick is taken at same spot by opponents.
   f. For violation by opponents, kick will be taken over.

2. When defending team makes a foul in any part of field outside their own penalty area, a free kick is taken by opponents.

3. When defending team makes a foul within their own penalty area, a penalty kick will be taken.
   a. Ball is placed on penalty kick mark, twelve yards from goal.
b. Ball may be kicked by any member of attacking team.
c. Ball must be kicked forward. If it is not, a free kick shall be awarded defensive team.
d. All players except goalkeeper must stand outside penalty area, and may not enter until ball has been kicked.
e. Goalkeeper must stand on goal line until ball has been kicked.
f. If defending players cross into penalty area before ball is kicked, penalty kick is taken over.
g. If attacking players cross into penalty area before ball is kicked, a free kick shall be awarded defending team.

4. When simultaneous fouls by both teams occur, a roll-in will be taken.

III. Miscellaneous rules.

A. Scoring.

1. A field goal counts two points and occurs whenever the ball goes over the goal line, under the crossbars, and between the goal posts, kicked by any player, even a defending player.
2. A penalty kick occurring on a foul by the defensive team inside their own penalty area counts one point.

B. Substitutions.

1. The substitute shall give her name to the scorekeeper and report to the umpire, who will put her in the game the next time the ball is not in play.

2. No player may be reentered into the same game more than once.

C. Goalkeeper's privileges.

1. Within her own penalty area goalkeeper may:
   a. Pick ball up and throw, bounce, or kick it, provided she does not take more than two steps while holding ball.
   b. A free kick shall be awarded opponents at spot the foul occurred if goalkeeper takes more than two steps with ball in her hands.

SOCCER TESTS

The simple tests presented here cover the three skill techniques common to the beginning class in soccer.

Note: Suggestions for the use of these tests will be found in the General Remarks
at the beginning of this chapter.

I. Dribble for speed and accuracy.

Directions:

1. Place four students twenty feet apart in a column.

2. At whistle the student being tested, standing with the ball at her feet, twenty feet from the first stationary player, dribbles forward. She passes the first stationary player on the right side, the second on the left, the third on the right, the fourth on the left, and completely around her.

3. The dribbler, then without stopping, returns to the starting position, alternating dribbling from the right to the left around the stationary students.

Rules:

1. If the player being tested
loses control of the ball, she regains the ball and continues to run until she has returned to the starting position.

Scoring:

1. A player is allowed three trials. The time taken to complete the run is the score. The best time is recorded as the score.

II. Place kick for accuracy.

Direction:

1. Ball is placed on penalty kick mark.
2. Player being tested runs and kicks ball into goal.

Scoring:

1. Each student is given three trials and the total score is recorded according to
the following chart:

a. Ball goes into goal without touching ground—ten points.

b. Ball goes into goal touching ground only once—seven points.

c. Ball goes into goal with more than one contact with ground—four points.

d. Ball does not go into goal—no points.

III. Receive and kick rolling ball into the goal.

Directions:

1. Instructor stands with ball at intersection of goal and penalty area lines.

2. Player to be tested stands in corner of penalty area diagonally across from instructor.

3. A mark is made fifteen feet from either goal post on goal line.
4. Instructor rolls ball toward player, who advances to meet it and put into the goal, before crossing penalty kick mark.

5. Five balls are rolled from right side of goal, and five from left side.

Rules:

1. Player must kick ball toward goal before crossing penalty corner mark.

Scoring:

1. Two points are scored for each ball entering goal.

2. One point is scored for each ball going over goal line within the fifteen feet marked off on either side of the goal posts.

3. Total score of the ten trials constitutes score for test.
ADVANCED TECHNIQUES

Below is an outline of the more advanced techniques for a group skilled and experienced in the beginning techniques and the playing of the game. Information concerning the analysis, use of, and methods of presentation of these advanced skills can be found in the textbooks listed in the Bibliography.

I. Physical skills.
   a. Dribbling ball with:
      outside of foot, toe of foot.
   b. Kicking ball with:
      heel of foot, toe of foot.
   c. Miscellaneous kicks:
      punt, dropkick.
   d. Trapping ball with:
      inside of lower leg, inside of both legs, heel of foot.
   e. Volleying ball with:
      knees, head, shoulders, foot.

II. Game Elements.
   a. Goal keeping.
   b. Optimum playing positions for:
      penalty kick, corner kick, defense kick, free kick, kick-in.
III. Team tactics.

a. Drawing opponents out of position.
b. Centering ball.
c. Body blocking.
d. Attacking plays.
e. Defensive plays.

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OUTLINE OF UNITS OF TEACHING

The following outline consists of the integration of the various basic elements that go to make the game of soccer in such a way that all the material is presented in relation not only to the logical parts of each element, but also to the organization of all the elements. Each unit contains various parts of the different elements that should be taught together. These units do not necessarily represent a class lesson, as differences in size of classes, equipment, length of class periods, etc. will necessitate adjustment of the amount of material presented.
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Relation between forward line and backfield

Substitutions

Choice of kick or side
SOFTBALL

OBJECT OF THE GAME

The object of the game of softball is to score the greatest number of runs during a game. A softball game consists of alternate turns of the two opposing teams at batting the ball and at playing in the field, catching the opponents' batted balls. A run is made by a player who bats the ball at home plate and, by running, touches first, second, and third bases, in turn, then home plate again while her team is still privileged to bat.

EQUIPMENT

The equipment necessary to play the game of softball is as follows:

1. Official softball bat.
2. Official softball.
Certain other pieces of equipment, as listed below, are helpful in learning and playing softball but are not essential.

1. Home plate, made of wood according to specifications in the rules.

2. Three bases, made of canvas stuffed with a durable padding, fifteen inches square.

3. Pitcher's plate, twenty-four by six inches.
   Note: The above equipment is placed in the softball field according to the diagram accompanying the next section, "Space." Any satisfactory substitute may be used for them.

4. Softball gloves.
   Note: Softball gloves may be worn by any player.

5. Softball mits.
   Note: Softball mits may be worn only by the catcher and the first baseman.

6. Mask and body protector for the catcher.
   Note: When purchasing equipment, ask for official softball equipment. There should be one bat and one ball for each six students.
A softball team shall consist of ten players, whose names designate their positions as follows:

Catcher, pitcher, first baseman, second baseman, third baseman, shortstop, shortfielder, left fielder, center fielder, right fielder.

The space used for softball is called a "diamond" and is sixty feet square with the pitching box inside the square thirty-five feet from the corner designated as home plate. The following diagram shows the necessary lines of the diamond and their respective names.

Note: For beginning players, the diamond may be made as small as forty-five feet square, to be enlarged as players become more skilled in throwing.
BASIC PHYSICAL SKILLS

The basic physical skills necessary to the beginning player in softball are presented under the following headings:

1. Catching the ball.
2. Throwing the ball.
3. Batting the ball.
4. Running the bases.

I. Catching the ball.
   A. Position of readiness.

   Accurate catching of the ball is essential to the success of a softball team. The following three statements embody the essential principles of catching a ball.

   1. Players should have eyes on the ball every minute of play. Upon this principle rests all the success at judging the direction of the ball in relation to the moving of the player to catch the ball.

   2. The player must be relaxed, not tense. She should stand
with weight balanced and poised over the feet, arms hanging free, and a general feeling of alertness. She must be ready to move at an instant’s notice in response to the movement of the ball and the players.

3. When a ball is approaching a player, she should get in line with it at once. It is easier to catch a ball in front of the body than on the side of the body.

B. Catching a thrown ball.

A player in softball will have to catch balls put into play in two different ways, balls thrown by another player and those hit from the bat. The catching is the same in both cases, but the place at which a batted ball may be caught will vary with the way it is hit. The general analysis of catching a thrown ball will be presented in this section. The next heading will
deal with the specific situations found when catching a batted ball.

Preparation:

1. Position of readiness.
   a. Eyes on ball.
   b. Relaxed but alert.
   c. In line with ball.

2. Hands in front of body, slightly cupped, fingers relaxed and curved.

3. Elbows slightly bent.

4. If ball is to be caught above waist, thumbs are together and fingers point up.

5. If ball is to be caught below waist, little fingers are together and fingers point down.

6. Feet slightly apart, one foot forward.

Act of catching:

1. Ball should be held firmly.

2. Give with elbows and body on impact of ball.
Follow through:

1. Ball is immediately drawn toward body, preparatory to making an immediate throw.

Coaching hints:

1. Eyes on ball.
2. Get in line with ball.
3. Be alert.
4. Relax, don't be rigid.
5. Don't poke fingers stiffly out at ball.
7. Meet ball out in front of body.
8. Always keep fingers together.
9. Don't try to catch ball with one hand. Use both hands.

Ways and means of practicing:

Note: Since it obviously is necessary to throw or bat a ball before catching it, the ways and means of practicing catching will be discussed after the section on "Throwing the ball."
C. Catching a batted ball.

Balls that have been batted are of two kinds, a fly ball, which rises directly from the impact of the bat and should be caught before touching the ground, and the ground ball, which leaves the bat and either rolls or bounces on the ground until it has been caught.

1. Fly ball.

Preparation:

a. Position of readiness.
   (1) Eyes on ball.
   (2) In line with ball.
   (3) Relaxed but alert.

b. Hands cupped, fingers relaxed and curved.

c. Thumbs together and fingers pointing up.

d. Elbows slightly bent.

e. Keep ball falling in front of body, not over head or by side, by moving back, forward, sideways, as the case demands.
Act of Catching:
   a. Grip ball firmly.
   b. Give with impact.

Follow through:
   a. Draw ball immediately back, preparatory to throwing at once.

Coaching hints:
   a. Eyes on ball.
   b. Get in line with ball.
   c. Be alert.
   d. Thumbs together, fingers up.
   e. Don't reach with arms straight up toward ball. Get under it, and let it come down to you.
   f. Keep ball out in front of body.
   g. Relax, don't be stiff.
   h. Give with the catch.
   i. Keep fingers together.
Ways and means of practicing:

Note: Practice in catching batted fly ball will be discussed at the end of the section on "Batting the ball."

2. Ground ball.

Preparation:

a. Position of readiness:
   (1) Eyes on ball.
   (2) In line with ball.
   (3) Relaxed but alert.

b. Hands cupped, fingers relaxed and curved.

c. If ball is to be received below waist, little fingers are together and fingers point down.

d. If ball is to be received above waist, thumbs are together and fingers point up.

e. Elbows slightly bent.
f. Feet together, one foot forward.

g. Body should bend forward from waist to reach a low ball, rather than bending knees.

Act of catching:

a. Grip ball firmly.

b. Judge bouncing ball, and move forward to catch it as it rises from ground, if possible.

Follow through:

a. Draw ball immediately back, preparatory to throwing at once, as -

b. Rising to erect position.

Coaching hints:

a. Eyes on ball.

b. Get in line with ball.

c. Relax, don't stiffen.

d. Keep hands relaxed.

e. Bend down to catch the ball, don't squat. It takes too long to stand
up and throw the ball.
f. Give with catch.
g. Decide where ball is going to bounce, and run forward to catch it.
h. Keep fingers together.

Ways and means of practicing:

Note: Practice in catching ground ball will be discussed at end of section "Batting the ball."

II. Throwing the ball.

Throwing the ball will be discussed under two headings, throwing the ball from player to player out in the field, and pitching the ball.

A. Throwing the ball from player to player.

This is called "fielding the ball." A ball may be thrown in any one of three ways, overhand, underhand, or sidearm. It is essential for a beginning player to learn two of the three ways, overhand and underhand.
1. Overhand throw.

Preparation:

a. Ball is held in fingers, index and second finger being on top of ball, thumb on left side of the ball almost directly beneath it, third and fourth fingers on right side of ball. Observe that this is a tripod grip supporting the ball.

Note: Fingers will be in same relationship on ball for a left-handed thrower, but thumb will be on right side of ball, and third and fourth fingers will be on left side of ball.

b. Weight on both feet fairly close together.

c. Ball drawn back to ear-level, well behind head.
d. Elbow bent, shoulder height, out at side.
e. As ball is drawn back, left shoulder swings forward, and -
f. Weight swings back on right foot.

Act of throwing:

a. Throwing motion is full-arm swing straight forward toward target.
b. Wrist extends as ball is released to give final power to throw.
c. Weight is swung forward, in a long stride step, on left foot.
d. Left shoulder rotates back as right arm swings forward.

Note: Reverse directions are true for left-handed player.

Follow through:

a. Arms and body follow through in direction of
flight of ball, weight being completely on left foot at end of throw.

Coaching hints:

Note: Girls frequently have a difficult time learning to throw successfully. Much careful and thoughtful practice is necessary to master this skill. Constant attention to the smallest details of the throw will result in greater success in throwing.

a. Hold ball in fingers, not in palm of hand.

b. Grasp ball with correct grip instantly it is caught.

c. Keep elbow up and out.

d. Carry ball well back of head at ear-height when winding up to throw.
e. Use left arm, swinging forward, as balance aid.
f. Step well forward with swing of arm toward target on release of ball.
g. Throw arm in intended direction of target to which ball is to travel.
h. Release ball with wrist extension—snap.
i. Eyes on target toward which ball is aimed.
j. Do not jerk, throw in one smooth motion.

Ways and means of practicing:

Note: These patterns include practice of catching as well as throwing. Both skills should be stressed during practice.

a. Divide class into groups equalling number of balls available for practice. Line each group into two
equal lines facing each other and twenty-five feet apart. The ball will be thrown and caught, starting with the head of one line to the head of the opposing line, to the second player in the starting line, to the second player in the opposing line, etc. Continue throwing in this pattern to the end of the lines and back to the starting player. As players become more skilled, move lines further apart, until the sixty foot side of a softball diamond is approximated.

(1) This pattern can be used as a relay with the addition of several pairs of facing lines. Object—for all players in the two
lines to throw ball, in turn, from head to foot of lines and back in the shortest time.

b. Divide class as in above drill. Each group forms circle sufficiently large to allow twenty feet between players. Each player has twelve imaginary "eggs." Each time a player fumbles and drops ball in course of catching and throwing it around the circle, she "breaks" an "egg." At end of five or ten minute period, check number of imaginary "eggs" each player has left.

(1) This pattern can be used as a relay with several circles.

Object—to throw ball from player to player
around circle in shortest period of time.

c. Divide class as in first drill. Line up all players but one, who stands twenty-five feet in front of line. She is designated as "teacher." Other players are called "pupils."

"Teacher" throws ball to the first "pupil" in line, who throws back to "teacher." This pattern is continued between "teacher" and "pupils," in turn, until all have caught and thrown ball. Any "pupil" who fumbles and drops ball goes to end of line---"bottom of the class."

When "teacher" fumbles and drops the ball, she goes to bottom of class, and her place is taken by
d. Place four players on four corners of diamond. Have them throw from corner to corner, from base to base. Time complete circuit of bases to encourage immediate throwing of ball upon catching it. When this pattern is learned, have several players line up at corners, and, in turn, catch and throw ball to next base.

Note: When practicing this pattern be sure player making catch has one foot on base. This simulates the game situation itself since it is essential that a player on a base have her foot on base.
itself when making a catch.

2. Underhand throw.

Preparation:

a. Ball is held in palm of hand with palm facing up. Fingers are spread under ball, serving as support.
b. Swing arm backward, well past body, letting palm face forward.
c. Weight on both feet close together.
d. As arm swings backward, weight is back on right foot, and--
e. Left shoulder swings forward.

Act of throwing:

a. Arm swings forward in line with target of ball, close to body.
b. A long step forward with left foot, swinging weight forward.
c. Bend knees slightly.

d. Release ball in front of body, just below waist height.

Follow through:

a. Arm and body follow through in direction of flight of ball.

b. Weight is completely forward on left foot at completion of throw.

Coaching hints:

a. Hold ball with fingers, not palm of hand.

b. Use left arm swinging free, as aid to balance.

c. Eyes on target of throw.

d. Swing throwing arm freely forward from shoulder in direction of target.

e. Step well forward with release of ball.

f. Bend knees a little.

g. Don't jerk, throw in one motion smoothly.
Ways and means of practicing:

Note: The patterns of practice described in section on Overhand throw are also suitable for practicing Underhand throw.

Note: The various uses of the overhand and underhand ways of throwing the ball in softball are listed as follows:

1. For all general purposes of getting ball from one part of playing field to another, the overhand throw is used since it embodies more speed and accuracy for distance throwing, and thus gets the ball to its desired destination more rapidly.

2. The overhand throw is more efficiently used with fly balls than the underhand throw since the ball is caught in a position that quickly resolves itself into the overhand throw.
3. The underhand throw, on the other hand, is used for short, quick throws where distance is not a factor.

4. In fielding ground balls, the underhand throw is more efficient, since ball is caught in position that quickly resolves itself into a throw and does not waste time to straighten body and make an overhand throw.

3. Pitching.

Pitching the ball is the particular function of one player, called the "pitcher," who stands in the pitcher's box, thirty-five feet from home plate and attempts to throw the ball over home plate between the knees and the shoulders of the batter, standing beside home plate prepared to bat the ball.

In softball, the ball thrown for the pitch is always the underhand throw. No further discussion of
pitching will be given in this section. The pitcher’s place in the mechanics of playing the game and her responsibilities to the team will be discussed in the sections "Basic Game Elements" and "Basic Team Tactics."

Ways and means of practicing pitching:

1. Draw line twenty-five feet from a solid wall on which is marked a target thirty-six inches long and eighteen inches wide with lower eighteen inch line twenty inches from ground. Have pitchers stand behind the thirty-five inch line and pitch toward target. Pitching ball so it falls inside target would be a strike. Any ball that does not fall inside target is a ball. Three strikes puts a batter out. Score
III. Batting.

Learning to bat is fundamental to playing softball. No team can possibly win a game without fairly successful batting since a run is made only from a batted ball and the team with the most runs wins the game. Being able to hit a pitched ball is the aim of a beginner. No effort is made to place the ball or to bunt the ball. Just hitting it is sufficiently important.

this by noting how many balls are pitched before ball is pitched inside target three times to make an out.

2. With one player acting as umpire, another as catcher, have pitcher practice throwing ball over the plate to an imaginary batter. Umpire will call pitches properly as strikes or balls. Catcher, in this situation, can learn to make hit a target for pitcher.
A discussion of batting is more clearly directed if considered under three headings:

1. Grip.
2. Position on field of play.
3. Act of hitting ball.

Note: The following analysis is made for the right-handed batter. The directions should be reversed for the left-handed batter.

A. Grip.

There are several different ways of gripping the bat with the hands. The most successful grip for beginners is the one which has the greatest possibility of successfully hitting the ball.

1. Bat is gripped with left hand two or three inches from end of bat.
2. Right hand grips bat directly above left hand. Hands close together on bat.
3. Fingers completely encircle bat but do not overlap.
4. Bat should be gripped firmly, but not with tension.

B. Position on field.

1. Batter stands facing home plate.

2. Distance from plate will be determined by each individual batter with this thought in mind: Heavy part of bat must swing directly over plate. Batters with short arms will stand closer than batters with long arms.

Note: Batter should take trial swing or two before batting to adjust herself to proper distance from plate.

3. Feet will be in stride position, eight to ten inches apart, and pointing toward plate. Right foot
will be opposite corner of plate furthest away from pitcher.

4. Left shoulder will be directed toward pitcher.

C. Act of hitting ball.

Preparation:

1. Assume stride stance, facing plate, knees relaxed.

2. Grip bat correctly and firmly.

3. As ball is pitched, bat is drawn back, away from pitcher, until hands are level with right shoulder.

4. Wrists are flexed so that heavy end of bat is behind shoulder but not resting on shoulder.

5. Elbows well out from body on level with hands.

6. Eyes on ball in possession of pitcher.
Note: Back and forward swing of bat is an uninterrupted movement. Bat is not held at end of backswing but starts immediately forward to meet on-coming pitch.

Act of batting:

1. Eyes on ball at all times.
2. Bat swings forward, parallel to ground, as pitched ball approaches plate.

Note: This should be a relaxed swing from shoulders, rhythmical and easy. It should be a swinging of the bat, not a placing of it, with the force coming from back and shoulders. Do not let players feel pressed, and,
therefore, move too rapidly into the swing. For a beginner to make bat swing is one of the hardest parts of batting.

3. Elbows and wrists extend as bat moves over plate.

4. At moment of impact, left foot shifts forward toward pitcher.

5. Ball is met in front of left foot as movement of swing is toward pitcher.

Follow through:

1. Bat swings through in direction of flight of ball.

2. Weight is on left foot. Right foot is in contact with ground to maintain balance.

3. Bat is dropped directly to
ground at completion of follow through.

Note: Bat should never be thrown by batter at completion of successful swing. There is too much danger involved that another player may be hit by the thrown bat. As a rule, throwing bat is result of momentary excitement and if not corrected, can become a dangerous habit. If act of dropping bat is stressed at beginning of the learning, and re-emphasized constantly, players will form correct habit.

Coaching hints:

1. Grip bat firmly.
2. Left hand below right hand.
3. Eyes on ball.
4. Face plate squarely.
5. Make trial swing or two to be sure you are right distance from plate.
6. Draw bat back until hands are by right shoulder.
7. Do not let the bat rest on shoulder.
8. Keep elbows well away from body.
9. Bat should be behind your head, heavy end up.
10. Swing bat parallel to ground toward pitcher, not toward ground.
11. Let knees relax.
12. As you hit, step forward, toward pitcher.
13. Swing, don't place.
14. Meet ball out in front of left foot.
15. Keep eyes on ball at all times.
16. Follow through toward pitcher.
17. Drop bat, don't throw it.

D. Ways and means of practicing.

1. Practice swing of bat without ball, until it is a swing and not a place.
   Do this by having players in turn stand up to plate with bat in hand and swing it. At the same time, have batter learn to judge her distance from plate.
2. Place all the class in the field. Designate a pitcher, who will stand in pitcher's box and pitch the ball. Designate a catcher, who will stand behind plate to receive those pitched balls not successfully batted. Designate a batter, who will stand in proper position to bat the ball. All other players in field act as fielders. Ball is pitched, and batter attempts to bat. If it is a successfully batted ground ball, fielder who catches it counts one point for herself. When any particular fielder has caught three batted ground balls and thus has three points, she replaces the batter, who then becomes a fielder.
If batter's attempted hit results in a fly ball, and it is successfully caught by a fielder, she immediately replaces the batter, who then becomes a fielder.

In other words, it takes three successfully-caught batted ground balls, or one successfully-caught batted flys for a fielder to become a batter.

This pattern gives practice in pitching, catching, fielding, and batting and is, therefore, an excellent means of improving the basic skills of softball.

IV. Base-running.

In addition to hitting a pitched ball with the bat, running the bases is next in importance to making the necessary runs to win the game. Base-running for more advanced players consists of many aspects, of sliding for a base, and running bases in relation to the score, the particular base to be reached, the kind of a batted ball, etc. Beginners need to remember only the following suggestions:
1. At completion of act of batting, weight is on left foot. As bat is dropped to ground, batter, who now becomes a base-runner, starts run to first base with right foot. Emphasis on this starting position will make beginner take a clean, effective start to running toward first base.

Note: This analysis is for the right-handed batter. Reverse directions are true for the left-handed batter.

2. As soon as the batting is successfully completed, batter should start running toward first base. Emphasize, do not wait to see results of batted ball. There may be an error in the fielding, which would allow the runner to reach first base successfully, in a situation where she might not expect to do so. By waiting to see what happens to the batted ball, player may lose chance to get to first base.

3. Every batter should run to first base at top speed regardless of success or failure of batted ball. If batted ball is a fly and looks as if it might be caught, some players do not make the run to first base with any idea of actually getting there. However, an error may be made
in the fielding of the ball, and reaching first base might have been possible if the player had run at top speed. This chance is always worth taking.

4. Be sure to touch, with foot, each base, in turn, when running. Failure to do so, may cause run to be unsuccessfully completed.

5. Base-runner may not leave base until pitched ball has left pitcher's hands. Base-runner should be ready for immediate take-off once ball is pitched.

6. Base-runner should never take eyes off the ball. If batted ball is a fly ball, she must return to the base just left, before ball does, in order to remain in play. In order to maintain her status as a base-runner, it is absolutely essential for her to watch the ball and judge its probable course.

Ways and means of practicing:

1. Line players up beside home plate. First player grips bat, hits an imaginary successful batted ball, drops bat, and
runs, full tilt, to first base, and in succession to the other bases, being sure to touch each with her foot, and back to home plate. All players, in turn, practice this pattern.

**BASIC GAME ELEMENTS**

Learning the game of softball as a *game* should accompany the learning of the required physical skills. As has been pointed out, the skill techniques are more meaningful to the student and will be learned more successfully when applied directly to the game situation.

To simplify the learning of the game, the basic game elements have been organized under the following headings:

1. Game pattern as a whole.
2. Mechanics of playing the game.
3. Organization of the game.

I. Game pattern as a whole.

A. Object of game.

According to the definition of the game
of softball, given at the beginning of this section, the team scoring the greatest number of runs during a game period wins the game. The game pattern, therefore, rests on the way to make a run, and the way to keep opponents from making a run.

1. Way to make a run.

a. Definition.

A run is made by batting a ball at home plate and making a complete circuit, touching with foot, each of the three bases and returning to home plate without being legally prevented from so doing by opponents. Each run counts one point.

b. "At bat" and "in the field."

Two teams playing softball alternate a period at bat with a period in the field, which is used to prevent runs from being completed by batting opponents. A period at bat and a period in the field for each team is called an "inning."

The length of the inning is determined by the speed with which the team
in the field can cause the team at bat to make three outs.

c. An out may be defined as the legal termination of play of either the player running the bases or the player at bat, caused by the team in the field.

Note: The different ways to put a batter or a base-runner out will be discussed in section on "Mechanics of playing softball."

d. Game.

A team is, therefore, at bat until it makes three outs. Immediately after third out is made, the teams change places, the team in the field becomes the team at bat, and the team at bat becomes the team in the field. When both teams have been at bat and have been in the field, the inning is completed. Seven innings makes a game.

The runs a team completes before third out is made in any one inning are accumulated for the seven innings
constituting a game, and the winning team is determined by this total score.

2. Way to prevent a run.

The team in the field must cause the team at bat to make the three outs necessary to put themselves at bat, as rapidly as possible, and at the same time prevent the opponents from making any runs. A player may be put out while at bat by making three strikes. A player may be put out in the field by batting a fly ball successfully caught in the field, or when attempting to take a base by being touched with the ball by the baseman.

Note: As noted previously, the various situations leading to an out will be discussed in section on "Mechanics of the game of softball."

B. Players' positions on field while batting or fielding.

1. At bat.

When team is at bat, players generally sit out of the field of play, somewhere between home plate and third base, or home plate and first base. However, no
specified place is designated for them to wait until individual turns at bat come up as long as they are out of field of play.

Players on the batting team must be arranged in order indicating their individual turns at bat. Once this order has been written down for a game, the player must bat in that particular place in the list throughout the game.

How the batting order is arranged for a beginning softball team is of little significance. Frequently the position of the player in the field is used as a pattern for the batting order, for example:
1. catcher, 2. pitcher, 3. first baseman, 4. second baseman, 5. third baseman, 6. shortstop, 7. shortfielder, 8. right fielder, 9. center fielder, 10. left fielder. This order is for convenience sake until the players become sufficiently improved at batting to make it possible to set up the batting order on the basis of batting ability.
If all players on a team do not get their turns to bat during a particular inning, the player whose turn at bat follows the player who made the third out of the previous inning will start the batting.

2. In the field.

The players' positions while in the field are shown on the following diagram.

Players in the field may move anywhere in the playing field at any time with one exception, the pitcher and the catcher when in the act of pitching the ball to the batter. In this situation, the pitcher must stand in the pitcher's box and the catcher must stand in the catcher's box.

Note: See diagram in section "Space" on page 357 for catching and pitching boxes.
II. Mechanics of playing the game.

Since the object of the game is to make the most runs in seven innings, the mechanical aspects of playing are concerned with two ideas: First, the various ways the team in the field can put the batter or base runner out and, thereby, get to bat as rapidly as possible; second, the various ways a batter can become a baserunner and make a successful circuit of the bases.

A. Putting a batter out.

A batter is put out by making **three strikes**. An understanding of the concept of a strike is apparent with the discussion of making a **strike**.

**Note:** In an official game of softball, an umpire, standing behind the pitcher, makes the decision whether the batter or the baserunner is out. In the class situation, it often happens that there is no umpire available. The decisions as to the outs made by the baserunner must be amicably decided by the players. When there is no umpire, the method of putting the batter out is slightly different. In the following discussion, the ways in which a batter can be put
out when there is an umpire present, and when there is not an umpire present, will be explained.

1. With an umpire present.
   a. Pitched ball.
      The out made when in the act of batting is caused chiefly by the pitcher's ability to pitch the ball over the plate between the shoulders and knees of the batter. Such a pitch is called a good pitch or a "strike." A strike is called on a good pitch regardless of whether the batter attempts to hit the ball or not.
   
   b. Unsuccessful batting attempt.
      A strike is called on a batter when she makes an unsuccessful attempt to bat the ball, whether it is a good pitch or not.

   c. Foul ball.
      A foul ball is any batted ball that:
      
      (1) Falls in field of play between home plate and first base, or home plate and third base.
(2) Rolls in to field of play in outfield, which is marked by extension of home plate-first base line and home plate-third base line.

A foul ball is called a strike when it occurs as either the first or second strike in the series of three strikes necessary to put the batter out. Foul balls that occur on the third strike are not considered strikes unless they go directly from the bat to the catcher's hands and are securely caught.

Note: This type of foul ball is called a "foul tip."

d. Any combination of the above list--pitched strikes, unsuccessful attempts at batting, and foul balls--that occurs in the series of three strikes puts the batter out.

2. Without an umpire.

Without an umpire to call decisions on pitched balls, a batter can make strikes while batting only when:
a. An unsuccessful attempt to bat ball is made by batter.
b. A foul is made by batter under above-mentioned requirements.
c. Any combination of above two ways.

B. Putting a base-runner out.

Note: A base-runner is put out regardless of whether there is any umpire in the following described ways. It is necessary to teach beginning players an accurate knowledge of when a base-runner is out since, without an umpire, they will assume responsibility for these decisions, fairly and amicably.

Once a batter becomes a base-runner, an out can be made in the field in the following ways:

1. If batted ball does not touch ground before being securely caught by any member of the team in the field, it automatically puts the batter (who has just become a base-runner) out. This is called a "fly ball."

2. If batted ball is a foul ball that does not touch the ground before it is caught by any member of the team in the field, it automatically puts batter out, regardless of
which strike of the series the foul is made on.

3. If a base-runner is touched by the ball, held in the hands of the baseman who has one foot on the base, before runner touches base, the runner is out. There are two exceptions to this situation:
   a. If the base-runner is advancing from home plate to first base, she need not be touched by the ball, provided the baseman securely catches the ball with one foot on the base before the runner reaches the base.
   b. If the base-runner is forced to run to the next base by another base-runner, she does not have to be touched by the ball as long as the baseman securely catches the ball with one foot on the base before the runner touches the base. This is called a "force out."

4. If a base-runner leaves the base to advance to the next base when a fly ball is caught and she does not return to the original base before the ball has been caught by
the baseman with one foot on the base, she is out.

5. If the base-runner fails to keep one foot in contact with the base she is legally entitled to hold and she is touched by the baseman with the ball, she is out.

6. A batter who makes an unsuccessful attempt to bat on the third strike, and there are no runners on first base, automatically becomes a base-runner, and can be put out in one of two ways as follows:
   a. When catcher catches the unsuccessfully batted ball before it has touched the ground.
   b. When ball, not caught by the catcher, is thrown to first base and is caught by the baseman with one foot on the base before the batter (now the base-runner) reaches the base.

7. If a base-runner overruns second and third bases, when advancing to take the base, and does not return to the base before the baseman, with one foot on the base, catches the ball and touches her, she is out.

Note: A base-runner may overrun first base
provided she returns and touches the base before advancing to the next base.

C. A batter becomes a base-runner when:

Referring again to the object of the game, it is necessary for the batter to know exactly when she becomes a base-runner, with opportunity of circling the bases and making a run.

1. A pitched ball is fairly batted into field of play.

2. On third strike when there is no runner on first base.

3. When pitcher throws four pitches that do not pass over the plate between shoulders and knees of the batter before the three strikes have been made on the batter, she may take first base and thus become a base-runner. This type of pitch, not a good pitch, is called a "ball."

Note: This occurs only when there is an umpire to make decisions on pitched balls.

D. A base-runner takes a base without penalty when:

1. The three bases each have a runner and the batter receives four balls. Each base-
runner moves up one base.

Note: This would score a run for the player who was on third base.

2. The pitcher does not make a legal pitch.
   (See page 413.)

   Note: An umpire is necessary to make the above decisions. Otherwise, such situations will not occur.

E. Advancing from base to base.
   1. A base-runner may not leave base she is holding until after ball has been pitched.
   2. A base-runner may attempt to advance a base on any fairly batted or pitched ball.
   3. A base-runner may not take a base on a foul ball. If she has started toward the next base, she must return and wait for the next opportunity to run.

III. Organization of the game of softball.

A. Choosing team to be first at bat.
   1. To determine which team shall be first at bat, and which team shall be first in the field, the following steps are necessary:
      a. Designate captains of each team.

      Note: This should be done by students' vote rather than by teacher's
choice.

b. Flip a coin, having one captain call either "heads" or "tails."

c. If face of coin and call are the same, the captain who called has choice of either first at bat or first in the field.

d. If face of coin and call are not the same, the captain who did not call has choice.

e. In either case, the other captain receives the remaining item.

B. Warming-up.

1. Teams should be given a period of time before game begins to practice pitching, throwing, catching, etc. This allows them to warm-up, and thus prevent possible injury. It also allows the players to become familiar with the diamond and surrounding area.

C. Determining the winner.

1. The winner is determined by the team with the greatest number of runs accumulated at the end of seven innings. If, at the end of the first half of the seventh inning, the team about to bat already has more runs
than the team about to go into the field, the game is terminated, the winning team does not need their last turn at bat. They have already won.

Ways and means of practicing the game of softball.

It frequently happens that there are not sufficient students in the class to make two complete teams of ten each, or the teacher may choose to use small groups of students in presenting and practicing game skills. In either case, two forms of the game of softball, described below, integrate the physical skills, game elements, and team tactics, and make excellent practice for the beginning player.

1. One Old Cat—for three to nine players.

Pitcher and catcher stand in the correct places in a softball field in which home plate and first base are clearly marked. From one to three batters are at bat, depending on the number of players participating in the game. The batter must hit the ball, run to first base and back to home plate without being put out. All outs are
made in the same way as in regulation softball. A batter may also be struck out at home plate after three strikes are called.

Once the batter is put out, he becomes a fielder, following the player who as batter was just put out. The catcher becomes the batter. The pitcher becomes the catcher. The first fielder becomes the pitcher. In this way all players have an opportunity of pitching, catching, and batting.

2. Work up—for nine to eighteen players.

A regulation softball diamond with players in all the regular positions starts the game. Three players are at bat. If there are more players than available positions, the fielders are numbered to accommodate all the players.

The game is played exactly as softball except when a batter is put out, she becomes the last fielder. The catcher becomes a batter. The pitcher
becomes the catcher. The first baseman becomes the pitcher, and so on around the field. In this way, all players have the opportunity of practicing each position.

Often a local ruling allows any player in the field who successfully catches a fly ball to exchange directly with the batter, who then takes her place in the field. This encourages players to overcome fear in catching a fly ball by placing a premium on successfully doing so.

TEAM TACTICS

Team tactics indicates playing together of the ten members of a softball team. The ultimate success of the players as a team is dependent on this ability to play together.

In beginning softball, team tactics fall into the following headings:

1. Individual responsibilities toward the team.
2. Responsibilities of team in the field.
3. Responsibilities of team at bat.
I. Individual responsibilities toward the team.

The success of a softball team is only as great as the abilities of its individual members in performing the skills of pitching, catching, throwing, and batting.

A. Accurate use of softball skills.

No player is doing his duty toward the team who:
1. Fumbles ball in catching.
3. Is unable to move into a batted ball and field it successfully.
4. Is unable to make clean hit when batting.

Players should appreciate and understand the value of being accurate and sure each time the ball is handled. This is an individual responsibility to the team. Therein lies the strength of the team as a unit.

B. Intelligent use of softball skills.

1. When in the field.

No player is doing his duty to the team who is:

a. Not watching ball at all times.

b. Not aware of runners on bases.

c. Not aware of number of strikes and balls called against batter.

d. Not aware, during each play, exactly
what action is to be taken with the ball if she receives it.

2. When at bat.

No player is doing her duty to the team when she:

a. Is not aware of her place in batting order.

b. Does not make greatest effort possible in advancing to each base whenever possible.

C. Responsibilities of the team in the field.

1. General group responsibilities.

a. Fielding.

(1) All fielders should be in a position of readiness at all times, capable of shifting quickly in any direction.

(2) Eyes should be on the ball at all times.

(3) On a fly ball, get under the ball as it falls into the cupped hand, little fingers together, about waist height.

(4) On a ground ball, get in line with the ball as moving toward it.
Keep fingers close to ground by bending at knees and hip. Be in a position with the feet to make an immediate throw.

b. Backing up a play.

In backing up a teammate who is about to receive the ball, the following should be taken into account:

1. Move into position ten to fifteen feet behind the teammate who is expecting to receive the ball. Standing too close to the teammate makes it difficult to see the ball if she misses it.

2. Responsibilities of the positions in the field.

When a team is in the field, each player is assigned a position which has a certain place on the field and involves certain duties. The various positions divide themselves into three groups as follows:

1. Battery or pitcher and catcher combination.

2. Infield or the basemen, and shortstop.

3. Outfield or right, center, left
fielders, and short fielder.

Note: Pitcher is considered member of infield as soon as ball is hit by batter.

a. Duties of pitcher.

(1) Pitcher stands in the pitcher's box. (See diagram, page 357) and throws ball, underhand, across plate between batter's knees and shoulders, so that batter may attempt to hit ball. Rules governing pitchers are:

(a) She must stand on pitcher's plate on both feet, facing batter squarely, with ball held in front of body in both hands for one second before making pitch.

(b) Ball must be pitched underhand.

(c) Pitcher may not make motion to pitch and then fail to do so.

(d) Pitcher, in act of pitching, may not take more than one step beyond pitcher's plate toward the batter.
Note: Any violation of these rules is considered an illegal pitch and gives a ball to batter and allows base-runners to advance one base without danger of being put out.

(e) Pitcher is also responsible for fielding all batted balls that fall in area directly around pitcher's box.

(2) The catcher stands in the catcher's box (see diagram, page 358), at the moment ball is to be pitched to batter. A pitch made when catcher is not in catcher's box is considered illegal, and penalty is the same as for an illegal pitch.

(a) Catcher is responsible for catching all balls that batter fails to hit or refuses to hit.

(b) Catcher is responsible for all batted balls that fall in area directly around catcher's box.
b. Duties of the infield.

The diagram indicates the positions on the playing field of the infield players. The chief duties of an infield player are:

1. To catch batted balls in area directly around her position in the field and throw to base toward which a base-runner is advancing in effort to put her out.

2. Each baseman is responsible for catching those balls thrown toward her base in an effort to touch the base-runner with the ball before she touches base. At the moment of the ball's contact with the base-runner, the baseman's foot must be in contact with the base proper. Otherwise base-runner will not be out.
III. Responsibilities of team at bat.

For the beginning softball team, the responsibilities of the batters are narrowed to hitting the pitched ball and running the bases.

A. Hitting pitched ball.

It is enough that beginners succeed in making contact with the ball and, thereby, batting it into the field of play. They must learn to:

1. Keep eyes on ball at all times.
2. Judge speed of ball.
3. Time movement of swinging into advancing ball in order to hit it squarely.

The diagram indicates the position on the playing field of the outfield players. The chief duties of the outfield is to catch the batted balls falling directly in the area around the respective positions, and throw the ball to the base toward which a base runner is advancing in an effort to put her out.
B. Running the bases.

In running bases, players should appreciate and understand that every possible effort and chance should be utilized in completion of the circuit of bases, for only by this means can runs be scored to win the game. Three general principles of base-running are essential to the successful completion of the circuit of bases.

1. Immediately the batter hits the ball and becomes a base-runner, she shall make every effort to reach first base before the ball, not waiting to see what happens to the batted ball. Too frequently players wait before starting toward first base. In that way they lose the chance to start the circuit of bases, which they might have had if they had started directly the ball was hit.

2. The base-runner must take every opportunity to advance a base, remembering that she cannot take her foot off the base and start the run until the ball has left the pitcher's hands.
3. Base-runners must develop judgment in regard to when to run; for example, on a fly ball, or when there is a base-runner on the next base. With a beginning team, more outs are made on the bases as a result of poor judgment on the part of the base-runner than on the good playing of the team in the field.

BASIC RULES OF SOFTBALL

The basic rules necessary for the beginning softball team to learn and understand are grouped in the following headings:

1. Rules concerning catching and pitching.
2. Rules concerning batter when she becomes base-runner.
3. Rules concerning batting.
4. Rules concerning putting batter out.
5. Rules concerning base-runner.
6. Rules concerning length of an inning and of a game.

Note: All these rules are given as if an umpire were present to make decisions.
I. Rules concerning catching and pitching.

A. Catching.

1. Catcher must be in area designated as catcher's box (see diagram, page 358) when ball is delivered by pitcher.

2. Catcher may not, in any way, interfere with actions of batter in her attempt to hit ball.

B. Pitcher.

1. Pitcher shall come to a full stop, facing batter, with ball held in both hands in front of body, and both feet on pitcher's plate. She shall stand here not less than one second before making pitch.

2. In act of delivery, pitcher shall take not more than one step toward batter from pitcher's plate simultaneously with release of ball.

3. Ball shall be delivered from underhand position.

II. Rules concerning batting.

A. Batting order.

1. Players must take their turns at bat in order set up by team before game begins. This is called batting order.
2. After first inning, first batter of each succeeding inning shall be batter whose name follows that of player who was at bat when last out in the preceding inning occurred.

B. Batting box.
   1. When in act of batting, batter must stand in area designated as batter's box. (See diagram, page 357.)

III. Rules concerning putting batter out.

A. Batter is out when she makes three strikes in attempting to hit ball.
   1. Strike is called against batter when ball is pitched over plate between knees and shoulder of batter and she does not attempt to hit ball.
   2. Strike is called anytime batter attempts to hit ball and fails to do so.
   3. Strike is called on batter for first two foul hits in any one turn at bat.

B. Batter is put out when she bats a ball caught by opposing team before it touches ground—a fly ball.

C. Batter is put out when she hits a foul ball caught by opposing team before it touches
ground—a foul fly.

D. Batter is put out if third strike is caught by catcher before it touches ground and there is no runner on first base.

IV. Rules concerning batter's becoming a base-runner.

A. Batter legally becomes base-runner when:
   1. She hits fair ball into field.
   2. If first base is not occupied by a teammate, batter becomes base-runner after the third strike unless ball is successfully caught by catcher before it touches ground.
   3. If pitcher pitches to any one batter in a term at bat, four balls that do not pass over plate between shoulders and knees of batter, batter automatically becomes base-runner.

V. Rules concerning base-runner.

A. Base-runner is out when:
   1. She is touched by ball, when advancing toward a base, held in hands of an opponent who has one foot on desired base.
   2. She is touched by ball, held in hands of an opponent, at any time when her foot is not in contact with base she is legally holding.
3. When she fails to return to a base just left on a caught fly ball before ball is caught by baseman.

B. Base-runner is legally entitled to a base when:
   1. She is forced to vacate a base because batter takes first base on four balls.
   2. If pitcher makes illegal delivery.
   3. If she is in any way obstructed from taking base by an opponent.

C. Base-runner may take a base:
   1. On any pitched ball unless the batter hits a foul ball, in which case she must return to base just vacated.
   2. Directly ball has left pitcher’s hands on a legal pitch.

VI. Rules concerning length of inning and of game.

A. Inning consists of each team alternately making three outs at bat.

B. Game is seven innings unless, at end of first half of the sixth inning, team with greatest number of runs is about to come to bat. In this case, game is terminated with score as it stands at that point.

Note: Complete rules for the game of softball may be secured from the Official
SOFTBALL TESTS

The simple tests presented here cover the physical skills of throwing, fielding, base-running, pitching, and batting.

Note: Suggestions for the use of these tests will be found in the "General Remarks" at the beginning of this chapter.

I. Throwing.

Directions:

1. Mark field every ten feet from a starting line for 100 feet.
2. Player stands behind starting line and throws a regulation softball, overhand, as far as she is able.
Rules:
1. Only one step may be taken on throw behind starting line.

Scoring:
1. Each trial consists of three throws. Best of the three is recorded.
2. Three trials or nine throws are allowed.
3. Distance is measured from nearest ten foot mark. For example: seventy foot mark plus three feet where ball first hit ground equals distance of seventy-three feet.

II. Fielding.

Directions:
1. On the unobstructed wall, draw line seven and one-half feet from floor. On floor, fifteen feet from wall, draw line length of the wall. This is called the restraining line.
2. Player stands anywhere behind restraining line and faces wall.
3. On signal, player throws regulation softball toward wall so it hits wall above the seven and one-half foot line, catches it on returning, and repeats this throw as rapidly as possible for thirty seconds.

Rules:

1. If ball becomes out of control, player must recover it, return to restraining line, and continue throwing.
2. Player may not step over restraining line.
3. Ball must hit wall above the seven and one-half foot line.

Scoring:

1. Total number of times ball hits wall above the seven and one-half foot line from behind restraining line is recorded as score.

III. Base Running.

Directions:

1. Player stands on home plate of regulation softball field.
2. On signal, she runs as rapidly as possible to first, second, third bases and back to home plate.
Rules:

1. Each base must be touched by player.
2. Player may not run more than three feet away from base line connecting bases.

Scoring:

1. Time score made by player is recorded as score for that trial.
2. Three trials constitute test.

IV. Batting.

Directions:

1. Using the same pitcher and catcher, chosen for their reliability and skill, batter stands at home plate prepared to attempt to hit ten pitched balls.

Note: Choice of pitcher especially is most important. It is not the pitcher's objective to put the batter out. Rather she shall pitch good balls over plate between knees and shoulders of batter. The personal element involved in this test reduces reliability of the test.

Rules:

1. Pitches that are not good, i.e. "balls,"
are not counted in the series of ten. It is well for the teacher to serve as umpire to eliminate these pitches.

Scoring:

1. Batted ball that falls:
   a. Into outfield, counts five points.
   b. Into infield, counts three points.
   c. Foul, counts one point.

2. Ball struck at and missed counts only as a trial.

3. Total score of accumulated points of ten pitched balls constitutes score of test.

V. Pitching.

Directions:

1. On an unobstructed wall draw rectangle twenty inches by thirty-six inches, the shorter side parallel with the floor and eighteen inches from it.

2. Player stands on line thirty-five feet away from wall. This is pitcher's
plate of regulation softball diamond.

3. Observing all rules of pitching, player has ten trials to throw ball inside rectangle.

Rules:

1. Failure to comply with pitching rules constitutes failure for trial.

Score:

1. Total number of successful pitches constitutes score for that trial.

2. Three trials constitute test.

ADVANCED TECHNIQUES

Below is an outline of the more advanced techniques for a group skilled and experienced in the beginning techniques and the playing of the game. Information concerning the analysis, use of, and methods of presentation of these advanced skills can be found in the textbooks listed in the Bibliography.

1. Physical skills.

A. Throwing.

1. Short-arm throw or snap.

2. Side-arm.

3. Underhand flip.
B. Pitching.
   1. Underhand curves.
   2. Pitching slants.
C. Batting.
   1. Place hitting.
   2. Bunting.
D. Base Running.
   1. Running to first base.
   2. Running beyond first base.
   3. Lead-off.
   4. Sliding.

II. Game Elements.
A. Fielding.
   1. Fly balls.
   2. Grounders.
   3. Tagging runner.
   4. Backing up play.
B. Offensive play.
   1. Batting
      a. Bunt
   2. Base-running and leading-off.

III. Team Tactics.
A. Defensive plays.
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OUTLINE OF UNITS OF ASSOCIATED LEARNING

The following outline consists of the integration of the basic elements that make up the game of softball in such a way that all the material is presented not only in relation to the logical parts of each element, but also in the organization of the various parts. Each unit consists of parts of different elements that should be taught in conjunction with each other for more successful learning. These units do not necessarily represent a class lesson, but rather represent several class lessons, depending on the class period, equipment, size of class, etc.
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CHAPTER V

SUMMARY AND RECOMMENDATIONS

In summarizing, this study is developed from the needs of the teacher untrained in the field of physical education, in teaching a beginning class in any one of the team sports, volleyball, basketball, soccer, or softball. These sports represent approximately fifty percent of the program of physical education. The literature on team sports accepted by the field of physical education does not answer these needs adequately. In the first place, the language used in describing the activities is unfamiliar to the layman. In the second place, the organization and arrangement of the technical content of team sport material is not set up for the prime purpose of teaching.

Due to lack of knowledge and experience, the problems of the untrained teacher fall into three divisions. First, the selection of technical material essential to the teaching at the expected level from the various aspects of skills of body movement, game elements, team tactics, and rules is difficult to make. Second, the arrangement of the technical material in the order of learning difficulty is not appreciated. Third, the organization of the technical material into units of
teaching in which the items of the various aspects of a team sport are set up to be taught in conjunction with each other for the most effective learning are not related in the mind of the teacher.

In the preparation of this study a series of questions were formulated, the answers to which would provide a partial solution to these problems.

The basic data was chosen from acceptable literature in the field of team sports in five areas, texts on team sports, state courses of study, completed research problems, Guides published by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation, and current periodical articles.

This source material was limited by two factors. Only those publications brought out since 1935 were considered in line with the present day rules and teaching emphasis. In addition, material in the field of team sports published for the teaching of boys and men were not used because the playing of the game by boys is not comparable to the game as played by girls.

The choice of items from the various aspects of the technical content for each sport was made on the basis of frequency of appearance in the source material.
Those most frequently appearing were assumed to be essential to the learning.

The level of difficulty of the different items was determined by the order in which they were presented in the source material. The item most frequently appearing first was assumed to be the easiest to learn.

The organization of the proposed method of teaching was based on a study of the various plans used by the sources. In this study, all those items related to each other in the learning process were associated together in the plan of teaching. This is referred to as "associated units of learning."

In some cases, certain aspects of the technical material were not found in the source material. In other cases, the material found was at a level beyond the scope of the beginning class. When lack of data or disagreement of source material occurred, the decision was made on the basis of the writer's experience and judgment.

The material presented is at the level of the beginning class. When the untrained teacher becomes familiar with the teaching of a team sport at this level, it is possible for her to set up the teaching at a more advanced level.
In addition to the written word, a more complete presentation of the analyses and proposed method of teaching was made by using picture and diagrams illustrating the text. These aids clarify the content of the text making it easier for the teacher to visualize the material to be taught.

The value, if any, of the analyses and proposed method of teaching as set up by this study will be apparent only after it has been used in the teaching situation. It is recommended that a further study be made based on the use of this material by teachers untrained in the field of physical education in the actual teaching of a beginning class.
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APPENDIX

House Bill No. 53, Chapter 316, Oregon Laws 1945--A Bill

For an act to provide for programs of health instruction and physical education in all elementary and high schools of the state, to provide for the planning, supervision, direction, and evaluation of such programs by the superintendent of public instruction and appropriating money therefor, and to repeal sections 111-2901, 111-2902, 111-2903 and 111-2904, O.C.L.A.

Be It Enacted by the People of the State of Oregon:

Section 1. The board of directors of all school districts of the state of Oregon shall provide in their respective schools, programs of health instruction and physical education for the development of health and physical fitness for all elementary and high school pupils in such schools.

It shall be the purpose of these programs to promote, develop and maintain among pupils at all age levels optimum physical growth, health, and physical fitness.

The physical education program shall be so planned as to develop as minimum essentials normal symmetrical growth, organic vigor, strength and endurance, good posture, skills of bodily movement and coordination, and high levels of such qualities as agility, strength, speed, power, endurance, flexibility, balance, relaxation and such other physical qualities as the state superintendent of public instruction may deem important.

The health instruction program shall be planned to give instruction in personal hygiene, community health and sanitation, communicable diseases, nutrition, mental health, safety education, first aid, instruction in the choice and use of health services and health practices, instruction concerning the structure and functioning of the human body, the physiological effects of exercise and such other instruction as the state superintendent of public instruction may deem important.

Section 2. This program shall be under the general direction of the superintendent of public instruction,
and it shall be his duty to (1) prescribe for, with the advice of the state board of health, a program of health examinations of pupils in the elementary and secondary schools necessary to achieve the purposes of this act; (2) provide and recommend program materials consisting of such elements as sports activities, developmental activities, disciplinary exercises, corrective exercises, and rhythms, provide and recommend informational materials, teaching techniques and suggest class schedules such as shall be suitable to the achievement of the purposes of this act, in schools of various types and sizes; (3) provide checks and standards by which the progress of individual pupils can be evaluated, and the schools rated in terms of their meeting the purposes of this act; (4) coordinate the activities of the governmental agencies which carry on functions in the schools related to the purposes of this act; (5) employ in his office the necessary trained personnel to plan, supervise, direct, and evaluate the programs conducted in the schools; and (6) make such rules and regulations as are necessary for the implementation of this act.

Section 3. County school superintendents and city school superintendents shall be charged with the responsibility of carrying out such rules and regulations as shall be laid down by the superintendent of public instruction for the implementation of this act.

Section 4. Any pupil who objects to provisions in this act on constitutional or religious grounds shall not be required to submit himself to the specific requirements or requirements to which objection is made when his constitutional rights will be violated, providing a statement of such objection signed by a parent or guardian of the pupil is presented to the district school board.

Section 5. There hereby is appropriated out of the moneys in the general fund in the state treasury not otherwise appropriated the sum of twenty-six thousand dollars ($26,000) for the purpose of carrying out the provisions of this act, and the secretary of state of the state of Oregon hereby is authorized and directed to audit all duly approved claims lawfully incurred in pursuance of said appropriation and to draw his warrants on the state treasurer in payment thereof.

Section 6. That sections 111-2901, 111-2902, 111-2903 and 111-2904 be and the same hereby are repealed.
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State Courses of Study
Analysis of body movement - Balls received above the waist

Meyer and Schwartz - pages 334-335

1. Body Mechanics:
   A. Starting position.
      1. The palms should face forward upward, thumbs toward each other.
      2. The fingers should be spread and flexed, wrists hyperextended.
      3. The elbows should be out from the body and flexed.
      4. The knees should be slightly flexed, the body tilted backward from the waist.
      5. The body is usually in better balance with the left foot forward, if the player is right-handed.
      6. The player should be directly under the ball as it is volleyed.
   B. Application of force.
      1. The hands should tilt backward to meet the angle of the ball.
      2. The ball is hit by a quick flexion of the wrists and extension of the elbows.
      3. The thumbs turn inward as the ball is hit.
      4. A jump as the hands make contact with the ball will add more force to the stroke.
      5. Extension of the knees and ankles and forward flexion of the trunk will contribute to the speed of the stroke.
C. Follow through.

1. The arms and the entire body should follow through in the direction the ball is to go.

Powdermaker - page 321

1. Raise the arms upward to meet the ball.

2. Turn the hands in so that the palms face the net, the finger tips point upward, and the thumbs are about five inches apart and point downward.

3. Bend the body backward slightly.

4. Keep the elbows out from the body.

5. Cup the hands slightly.

6. Hit the ball forward over the net.

7. At the impact: stiffen the fingers and wrists.

8. Transfer the weight forward.

9. Follow through with the arms and body.

Frymir and Hillas - page 174

1. The same procedure is followed as in balls received below the waist with the exception that the hands are placed shoulder high with the palms of the hands facing forward and the thumbs downward.

2. The elbows are raised sideward.

3. The ball should be touched by the fingers and thumbs of both hands.

4. There should be no contact with the heel of either hand.
5. The players should get under the ball with hands raised to meet it and at the moment of contact the hands should give slightly so that the ball will not rebound as though it had hit a wall.

6. As the ball is batted the knees should straighten and the body weight should be transferred to the forward foot.

Florida State Course of Study - page 250

1. Stand with one foot advanced slightly, the hands are placed chest high, the thumbs are in and pointing downward toward the floor, the fingers are parted and extended upward.

2. Try to form with your hands and fingers the shape of the volleyball, so that when the ball is received it will fall into the shell thus formed.

3. The elbows are raised to the side about shoulder high. This at first seems very awkward, but by doing this the fingers are placed in such a position that they will touch the ball first and last in the reception of the ball.

4. As the ball approaches, the player should extend his arms to meet the oncoming ball. Come back or "give" with the ball, and contract the ball with firm fingers.

5. After the first contact the fingers and wrists flex in a snapping movement, batting the ball in the desired direction.

6. For power the arms are extended upward with the body extension behind them. This gives distance and height to the pass. The fingers give direction.

Missouri State Course of Study - page 163

1. On high balls the fingers are up and back, with the thumbs together or close together.
2. Use of fingers in controlling and directing the ball must be stressed.

3. Ball should be received with fingers rather than against the palm of the hand.

Maryland State Course of Study - page 187

1. The player places one foot forward and bends the knees slightly.

2. The arms should be raised, with elbows bent, so that the hands may be at least waist high.

3. As the ball is played by the fingers, the wrists are snapped forward and the fingers are extended.

4. The body follows through the release of the ball.

Analysis of body movement - Balls received below the waist.

Frymir and Hillas - page 174

1. The player should stand with one foot slightly ahead, the knees should be bent, the eyes should be on the ball, the hands should be cupped slightly and near each other with the palms uppermost.

2. The ball should fit into the hands and at the instant of contact the knees should straighten and the arms should lift the ball into the air.

3. Although the batting is done by the hands the movement should be coordinated throughout the entire body.

4. By cupping the hands the player has greater control of the ball as the fingers are able to direct it.

5. The ball should not hit the heel of either hand.
1. Turn the hands so that the thumbs are out and the little fingers are almost touching.
2. Cup the hands slightly.
3. At the impact stiffen the fingers and wrists.
4. Straighten the knees.
5. Transfer the weight to the forward foot.
6. Follow through with the arms and the body.

Meyer and Schwarz - pages 332-334

I. Body Mechanics:
   A. Starting position.
      1. The palms should face inward and downward, little fingers toward each other.
      2. The fingers should be spread, finger tips flexed, and little fingers an inch or so apart.
      3. The wrists should be hyperextended, while the elbows are slightly flexed and free from the side.
      4. The feet should be in easy stride position for better balance.
   B. Application of force.
      1. The hands should be well under the ball to give space for a good lift and back swing.
      2. The wrists should be flexed with a snap just as the ball strikes the finger tips.
      3. The forearms should stiffen.
4. The elbows should be straightened as the arms swing forward upward from the shoulders.

5. The knees and hips should be extended, putting the added force of the body behind the stroke.

C. Follow through.

1. The arms should swing forward and upward in the direction the ball is to go.

Missouri State Course of Study - page 163

1. On low balls the fingers are kept down, with the little fingers together or close together.

2. Two hands should be used - one hand is for emergencies only.

Florida State Course of Study - page 249

1. If a ball comes low meet it with the fingers pointed downward or inward, palms facing upward. Whenever possible use the overhand pass.

2. Step forward or bend down to reach the ball.

3. The arms are swung downward, then upward to meet the ball.

4. Elbows are free from the body, the fingers pointing in.

5. Follow through with the arms.

6. Make your passes high so that the set-up man will have a chance to get under the ball.

7. Handle the ball with the fingers and upper palms. Do not let the ball hit the wrist.

8. The upper palm contacts to give force, the fingers to help direct the flight of the ball.
1. The player should be well-balanced, with one foot forward, knees slightly bent, the arms bent at the elbow, hands flexed, with the thumbs and fingers well extended.

2. It is important that the ball should be hit with the fingers and not with the heel of the hand.

3. The entire body is used to lift the ball into playing position.

Analysis of body movement - Set-up for self

Meyer and Schwarz - pages 338-339

When handling a fast ball, it can be more easily directed if the player will hit the ball twice in succession before passing it or returning it across the net. The purpose of the first hit is to reduce the momentum of the ball and to place it in such a way that the second hit may be accurately volleyed. This type of play is particularly valuable to the centers and backs, or a player may set up the ball for herself preliminary to spiking it.

I. Body Mechanics:

A. Starting position.

1. The hand and body positions are somewhat similar to those of the volley strokes, depending on the height of the ball as it is received.

2. The palms should be turned directly upward and the fingers flexed.

3. The thumbs should point upward and outward when the ball is received low.

4. The knees and trunk should be relaxed.
B. Application of force.

1. The direction of the hit is upward to bring the ball about six or eight feet directly overhead.

2. The stroke is relaxed to deaden the momentum of the ball.

3. The wrist and elbows should be extended but easily with a relaxed movement.

C. Follow through.

1. The direction of the follow through should be upward.

Analysis of body movement - Set-up to another, pass.

Meyer and Schwarz - pages 339-340

I. Body Mechanics:

A. Starting position.

1. No definite rules can be established, as the pattern of the body varies according to the height and direction of the ball.

2. The general technique of the double hit and the volley apply in the hand and arm positions.

B. Application of force.

1. The speed with which the ball is hit must be carefully controlled.

2. The forearms should be relaxed as the ball is hit, and most of the force applied by flexion of the wrists.

3. The speed and spin of the ball must be reduced by the passer or the receiver will not be able to handle it.
4. The ball should be directed upward and toward the receiver to give her time to get under the ball.

C. Follow through.

1. The fingers should follow through in the direction of the hit.

2. The pass will be more accurate if the body is turned toward the receiver.

Analysis of body movement - recovery of netted balls.

Frymir and Hillas - page 175

1. The player should stand sideways to the net in a crouched position and as the ball either drops or rebounds from the net the player should meet it with palms up, hands together and direct it to a teammate.

2. The player should wait until the ball drops below the net as this gives her a better chance to play the ball without fouling.

Meyer and Schwarz - pages 342-343

I. Body Mechanics:

A. Starting position.

1. The player must move quickly toward the net and get the hands well under the ball, palm upward.

2. A forward lunge with the hips well flexed or a drop to a squat position is usually necessary to get under the ball.

3. The arms should reach well away from the body.
4. The side should be toward the net if possible.

B. Application of force.

1. The ball should be returned upward and backward over the shoulder as it is almost impossible to return the ball directly across the net from this position.

2. The force is largely wrist flexion with an upward and backward swing from the shoulders.

3. The knees should extend and lift the body with the upward swing.

C. Follow through.

1. The fingers should point toward the body while the follow through of the arms is high and backward.

Analysis of body movement - Underarm service.

Guide for Volleyball - 19 pages

1. The open hand underhand serve can be referred to as the beginner's serve, since it is the easiest for most players to learn and it is the most consistently accurate.

2. The impetus to the ball may be given with either the palm and the fingers or with the heel of the open hand. The latter will give greater force to the ball but is more difficult to direct. Therefore, it is recommended that the first serve to be presented to the beginner is the underhand, open hand serve which directs the ball primarily with the palm and slightly open fingers.

3. The arc of the arm swing should be increased in speed and in length for ball speed, and should be flattened for accuracy. In swinging the body should be kept relatively low, feet should be in a stride position,
and the weight should be transferred from the back to the forward foot as the swing is executed.

4. A straight elbow will increase the length of the arc.

5. The swing should be pendulous, and the arm should follow through in the desired direction of the ball's flight.

6. The ball should be held low and to the right of the body in preparation for contact. The body should be facing the net.

Powdermaker - page 320

1. Preparation - stand facing the net with the left foot forward. Bend the right knee slightly. Place the weight on the back or right foot. Hold the ball in the palm of the left hand which should be to the right of the body. Swing the right arm backward, keeping the elbow bent slightly and the palm forward.

2. The hit - twist the body from the hips slightly to the right. Swing the right arm forward and upward. Hit the ball off the left hand, with the heel of the right hand. Transfer the weight to the forward or left foot.

3. The finish - follow through with the right arm. Straighten the body. Arch the back slightly.

Frymire and Hillas - page 174

1. The player should stand facing the net with the left foot advanced for right-handed servers. The ball should be held in the palm of the left hand, the right arm should be raised in back then brought forward parallel to the body, the ball should be hit with the palm of the right hand and the arm movement continued forward until at the completion of the serve the arm has followed through.

2. Some teachers advocate transferring the weight from the rear foot to the forward foot during
the serve. Others think that results are better if the weight is carried mostly on the forward foot during the serve. In either case, the knees should be flexed.

3. The serve with the open hand is difficult for some girls as the ball hurts their hands. In such cases, the closed hand or fist may be used.

Meyer and Schwarz - pages 344-345

I. Body Mechanics:

A. Starting position.

1. The ball rests in the palm of the left hand, fingers pointing to the right, the thumb toward the net. The ball should be off the right side of the body.

2. The left foot should be forward ten or twelve inches, the shoulders square with the net.

3. The left knee should be slightly flexed, the right knee easy, with the weight on the right foot.

4. The right hand should be relaxed at the side, fingers flexed, elbow slightly bent.

B. Application of force.

1. The right hand swings backward and upward in the back swing, elbows still slightly flexed.

2. The trunk should rotate toward the right to give length and height to the back swing.

3. The left arm may remain poised in the starting position or be drawn back slightly.
4. The forward swing is forward and upward in line with the body, with most of the force coming from the shoulder.

5. The ball should be struck on the underside while it rests on the left hand.

6. The right arm stiffens as contact with the ball is made.

7. The final wrist snap should be given as the ball is hit.

C. Follow through.

1. The arm must swing upward to give the ball enough height to clear the net, but it should move in the direction the ball is to go.

2. The fingers should be extended if the open hand is used.

Florida State Course of Study - page 248

1. The service is one of the greatest assets of any team, and yet this feature of the game is most neglected. The beginner should start with the underhand serve.

2. Take position facing the net in the regular serving area, and place the left foot about ten inches in front of the right. Hold the ball in the palm of the left hand with the fingers pointing to the right. Swing the right hand back and at the same time bend the left knee slightly. The right arm stroke should be in the anterior posterior plane; that is, swinging backward and forward in a straight line and not across the body. Try to hit the ball so it will land in either of the outer back areas of the opponents' court.

Maryland State Course of Study - page 189

This is the surest and safest method of serving, especially for beginners.
1. The server faces the net, in a position similar to that suggested for passing.

2. The ball is supported by the palm of the left hand, which is held slightly in front of the body, waist high, and with the fingers turned slightly to the right. As the right arm is swung forward, parallel to the body, the ball is released by the left hand almost at the instant of contact between the ball and the right hand.

3. It should appear that the ball was hit while resting in the palm of the hand.

4. The pupil should follow through, and then move forward toward the net into the court after each serve.

Coaching hints - Handling the ball above and below the waist.

Meyer and Schwarz - pages 335-336

1. Ball should be batted with the fleshy part of finger. Balls batted with the palms and the heels of the hands are difficult to control.

2. The ball is better controlled if volleyed with both hands rather than just one.

3. The angle of the hands at the time the ball is hit will largely determine the direction the ball takes.

4. If the hands are held too vertical, the ball will often be netted. If the hands are horizontal, the ball rises perpendicularly or goes backward overhead.

5. A fast ball must be hit with more force than that with which it is traveling if it is to be volleyed across the net with one stroke. A jump will increase the force.

6. Stress flexed fingers, otherwise a high fast ball will go back overhead or fingers will be injured.
7. Beginners must be coached to get the body behind the ball and the stroke.

8. Hands should be kept parallel, otherwise the ball will not be accurately directed.

9. Whenever possible, the player should jump to meet the ball.

Powdermaker - page 321

1. Jump to hit the ball, do not wait until it drops too low.

2. Use both hands to hit the ball.

3. Return the ball to the back or sides, never to the center.

4. An arched return is easier to handle than one which is parallel to the floor.

5. On high balls, arch the back.

6. Hit the ball so that it will land between two players.

7. Hit the ball in a downward direction.

8. Be sure to stiffen the fingers and wrist before the hit.

Missouri State Course of Study - page 163

1. Use fingers and thumbs well spread to control ball.

2. Direct ball with fingers, wrist snap, and extension of body.

3. Keep ball high when practicing handling.
Florida State Course of Study - page 250

1. The elbows are free from the body, the fingers pointing in.

2. Follow through with the arms.

3. Handle the ball with the fingers and upper palms; do not let the ball hit the wrist. The upper palm contacts to give force, the fingers to help direct the flight of the ball.

Maryland State Course of Study - page 188

1. Play the ball with the open hand.

2. Lift the low ball into the air.

3. Don't hit the ball too hard or too easily.

4. Don't fail to follow through.

5. Play the ball against the body is incorrect - keep the ball away from the body instead.

Coaching hints - Set-up for self and pass to another.

Meyer and Schwarz - pages 338-339

1. Relax the body until the instant the ball is lifted. There should be only slight tension in the hands at the stroke.

2. Care must be taken that the ball is not caught or pushed.

3. The ball should travel in a loop rather than in a horizontal plane.

4. A double hit before the pass will improve the accuracy of the pass.
5. The ball should be passed with a definite objective in mind.
6. Several passes may be necessary before the ball is in the most advantageous position.

Florida State Course of Study

1. Set ball up so that it will be in front of the player and not in back of him.
2. A low set-up is easier to handle and more difficult for effective defense by the opponent.
3. Place the ball close to the net.
4. The set-up player should always recover the pass.

Coaching hints - Recovery of the netted ball.

Meyer and Schwarz - page 343

1. Instant action is essential.
2. Ball should be lifted high and backward to give teammate time to get under it.
3. Recovery player must be close to ground to get under ball.

Missouri State Course of Study

1. Player should follow flight of the ball turning as ball passes her.
2. Crouch low, hands ready for rebound.
3. Receive ball with fingers; snap ball with fingers, wrists and extension of the body.
4. Make a direct upward and backward pass to a teammate behind receiver.

**Coaching hints - Underarm serve.**

Meyer and Schwarz - pages 345-347

1. The ball may be struck with the palm or with the fist, palm up, knuckles and heel of hand.

2. The palm is to be preferred as the fingers can direct the ball. The second choice is the heel of the hand, as the fingers can also aid in directing the ball and more force can be applied.

3. The first ball will have more speed but accuracy will be sacrificed.

4. Do not hit it with the wrist.

5. Keep the shoulders square with the net.

6. Swing the arm parallel with the body.

7. Swing the arm and follow through in the direction the ball is to go.

**Powdermaker - page 320**

1. Transfer the weight forward with the forward swing of the arm.

2. Do not jump on the hit.

3. A hard swift service is more important than placement.

4. In placing, aim for either corner.

5. Relax between serves.

6. After serving, return immediately to the position on the court.
7. Stand well behind the back line so that the feet do not go over on the follow through.

8. Try to visualize where the ball will go before hitting it.


10. The height and speed of the ball depends upon the swing of the right arm.

Florida State Course of Study - page 249

1. Be careful not to throw the ball forward rather than up over the head.

2. In hitting the ball try to get your arm, shoulders, and hips into the action, rather than just the arm.

3. Always face the court in making your serve.

4. Since the driving force is through the center of the ball in a controlled serve, place the hands on the exact spot required for directing the flight of the ball.

Maryland State Course of Study - pages 189-190

1. Watch the ball until it is hit.

2. Keep the arm parallel to the body.

3. Do not hold the ball too high or too low.

4. Do not turn the body while hitting the ball.

5. Follow through.

6. Do not hit the ball too hard or too easily.