



FUNDAMENTAL LOOFBALL GUIDE FOR SCHOOLS

A Systematic Approach to Teaching Loofball

Loofball Sport Development Initiative



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INTRODUCTION

This guide sets out to create the framework for a coordinated approach to loofball sport education and physical activity in school settings. It aims to clarify what would be expected of children and young people when engaged in loofball in this range of context. It also aims to enable teachers ensure that children and young people understand the fundamentals of the sport and to provide direction and a basis for communication between pupils/students and teachers.

Loofball is an important youth sport, which when taught properly can instill lifelong skills and prepare young people for an active and healthy life experience. Schools are therefore advised to use this document maximally when adopting loofball as a component of physical education (PE) curriculum and physical activities within their domain, so as to ensure that the essential aspects of the sport are grasped and understood.

OBJECTIVES OF THIS GUIDE

The objectives of this fundamental guide for schools include:

- To create a relationship between students and teachers on loofball sport education
- To promote the physical, social, emotional and mental development of the child
- To promote fun and positive attitude towards loofball and physical activity
- To promote lifelong health-related fitness and prepare the child for active and purposeful use of leisure time
- To develop understanding on general knowledge of loofball sport and maximize its benefit to participants
- To promote health and mental fitness through organized approach to sport and physical activity
- To promote athletes' safety and safe practices in loofball.

LOOFBALL AND PHYSICAL EDUCATION

Sport is an activity that involves competition or challenges against oneself, others or the environment, with an emphasis to win. In as much as sport and physical activity involves body movement, the goal of physical education curriculum is to better the mental and physical development of the child.

Often at every stage in child's development, activities or programs need to be introduced differently. In school sport, for example, children are often grouped according to age, size, and strength and with consideration on the size of playing area and game equipment as well as the period length of the game. A balanced approach to sport education as such can make a significant contribution to the child's development while at the same time providing fun and satisfaction.

All components of this fundamental guide and the extent to which they can be implemented thus need to be considered when integrating loofball into school sport. Integrating loofball into the physical education curriculum will go a long way in shaping school sport experience as well as providing young people with diverse opportunities to get active, fit and healthy.

IMPORTANCE OF LOOFBALL IN SCHOOLS

Sport and physical activity in general can improve people's lives in many ways. Children and young people in particular can benefit from the opportunities sport offers. The experiences they gain in sport can stay with them through their lives and may be passed on to future generations. Loofball in schools can help and encourage young people to:

- get together and have fun
- experience success and achievement
- keep fit and healthy
- learn and improve physical and technical skills
- improve mental skills
- co-operate and communicate with others
- enhance motivation, organization, leadership and interpersonal skills

Through activities such as jumping, catching and throwing, for example, loofball can contribute immensely to the physical development of the child. Loofball can encourage children to desire to achieve set objectives while developing skills and attitudes that improve self-esteem. Learning the concept of fair play, the acceptance of winning or losing, the ability to co-ordinate a group or work as a team, are also few of the many benefits children and young people can get from playing loofball.

TEACHING LOOFBALL

It is the responsibility of the teacher to ensure that students do sport and understand that fitness is important to be healthy and to do well at school, but lacking the know-how to engage students can mitigate achieving this objective. Teaching requires that teachers and trainers use languages that students will understand in order to enhance assimilation. This will encourage them to respond and express their own views and ideas. Using demonstrations and/or illustrations can make this easier.

To achieve greater goals in sports education, teachers must focus on the development of the individual and not only on the development of technical sports skills. The adoption of loofball in schools has to do with more than just playing the sport. Teaching life skills and attributes such as teamwork, leadership, resilience, respect and adherence to rules should always be the objective when engaging young people in loofball.

Using different assessment techniques can also be very useful in ensuring that students grasp the fundamentals of the sport and that their performances are guided. Asking questions either in class or on the court, for example, can help the teacher to get feedback from the students, thereby assessing their level of understanding.

LEARNING SKILLS THROUGH PHYSICAL ACTIVITY

Chest-passing

Objective

To help students learn how to chest-pass the ball

Pre-game exercise

In pairs, kids chest-pass the ball to each other and the number of consecutive passes counted.

Equipment

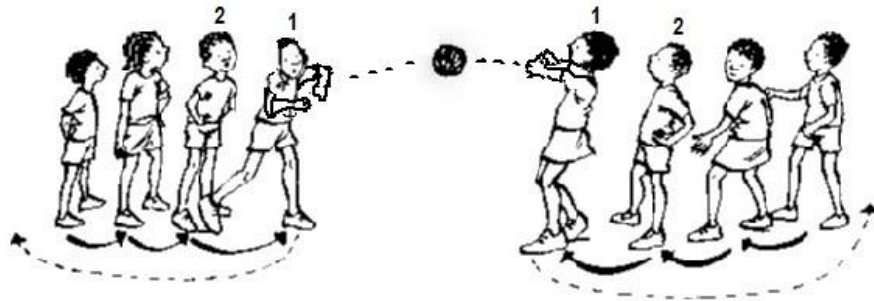
One loofball per court

Safety

- Tell students to move quickly out of the way after their turn.
- Make sure students stand well back from the person who is at the front.

Activity

- In two teams of not less than four, Player 1 of the starting team chest-passes the ball to Player 1 of the opposite team and then runs to the back of the line.



- Player 1 of the opposite team catches the ball and chest-passes to Player 2 of the starting team and then runs to the back of the line, and so on.
- Teams try to keep the ball in play. If they fail to do this, the other team scores a point.
- The first team to score 10 points is the winning team.

TEACHING POINTS

Ask the students

- **How should you chest-pass the ball?**

Stand with feet shoulder-width apart, grip the ball with both hands at chest level.

Push the ball forward while facing the receiving player. Follow through with both hands

Ensure the ball doesn't go overhead.

Serving and Jump-shooting

Objective

To help students learn how to start the game of loofball and how to jump-shoot during attack.

Equipment

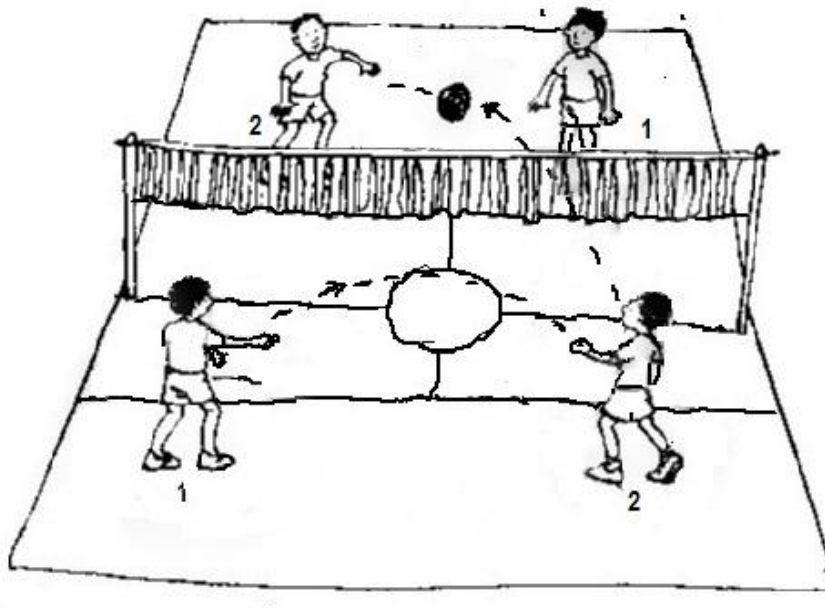
One loofball

Safety

- Keep students well spaced.
- Tell students not to collect balls from outside their area unless they are sure it is safe.

Activity

- 2 players per court
- Player 1 serves to Player 1 of the opposite team.
- On the opposite side, Player 1 chest-passes to Player 2.
- Player 2 jump-shoots the ball back to Player 2 of the starting team.
- On receiving the ball, Player 2 chest-passes to Player 1, who then jump-shoots to Player 1 of the other side.
- This is repeated continuously until the ball touches the ground.
- The winning side serves the ball next.



To make the activity easier:

Lower the net.

To make the activity more difficult:

- Increase net height.
- Make practice more competitive, for example, the first to score 10 points wins.

TEACHING POINTS

Ask the students

- **How do you serve in loofball?**

Stand in the serving area and grip the ball with your dominant hand. Take two steps with the ball, then jump and shoot the ball to the opponent. Ensure ball doesn't go too high above the net (e.g. more than 2 metres).

- **How do you jump-shoot?**

Grip the ball with your dominant hand. Take two steps with the ball, then jump and shoot the ball to the opponent's area, precisely the home zone. Ensure ball doesn't go too high above the net (e.g. more than 2 metres).

- **What position should you be in when you serve or jump-shoot?**

Stand with feet shoulder-width apart. Depending on your dominant hand, take first step with opposite foot. Take second step and lift on the other foot, then release the ball.

Lobbing

Objective

To help students learn how to lob and defend the ball in the fore zone

Equipment

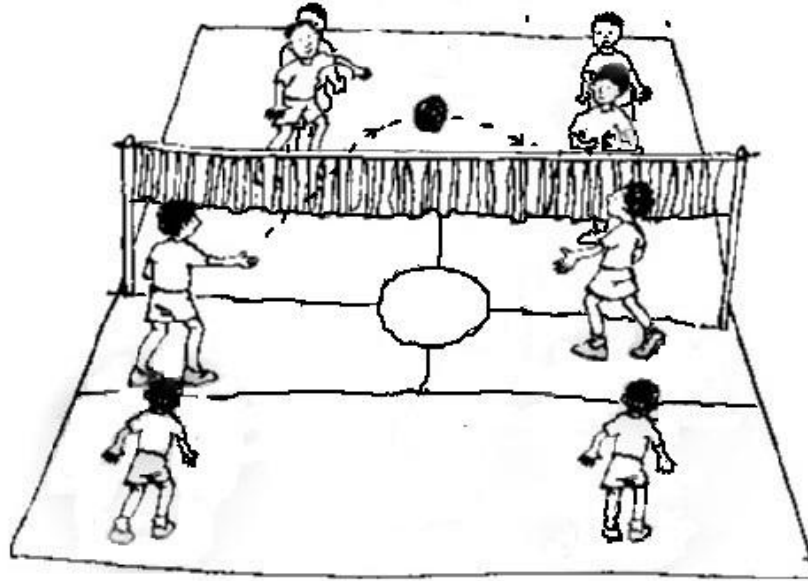
One loofball

Safety

Tell students to move quickly out of the way after their turn.

Activity

- Students form 2 queues of at least 2 players in each home zone.
- In pairs, front players quickly move to the fore zone. The one with the ball passes to the other. The other player then lobs the ball diagonally across the net, with both feet on the ground. The two players then rejoin their respective queues at the back.



- In pairs, front players on the other side quickly move to the fore zone. One catches the lob and passes to the other. The other player then lobs the ball back in the same manner. The two then rejoin their respective queues as well.
- Next players on the queues repeat same procedure and so on.
- This continues until the ball touches the ground or when a stipulated number of turns are completed.

To make the activity more difficult:

Make practice more competitive. For example, the first to score 10 points wins.

TEACHING POINTS

Ask the students

- **What position should you be in when you do a fore zone attack?**

Stand in one section of the fore zone, with feet less than shoulder-width apart.

- **How should you lob the ball?**

Grip the ball with one hand and calmly throw the ball diagonally across the net. Follow through with the hand and/or body to ensure it reaches the diagonally opposite section of the fore zone.

3 vs. 3 Loofball

Objective

To help students learn how to use their skills in a game situation.

Equipment

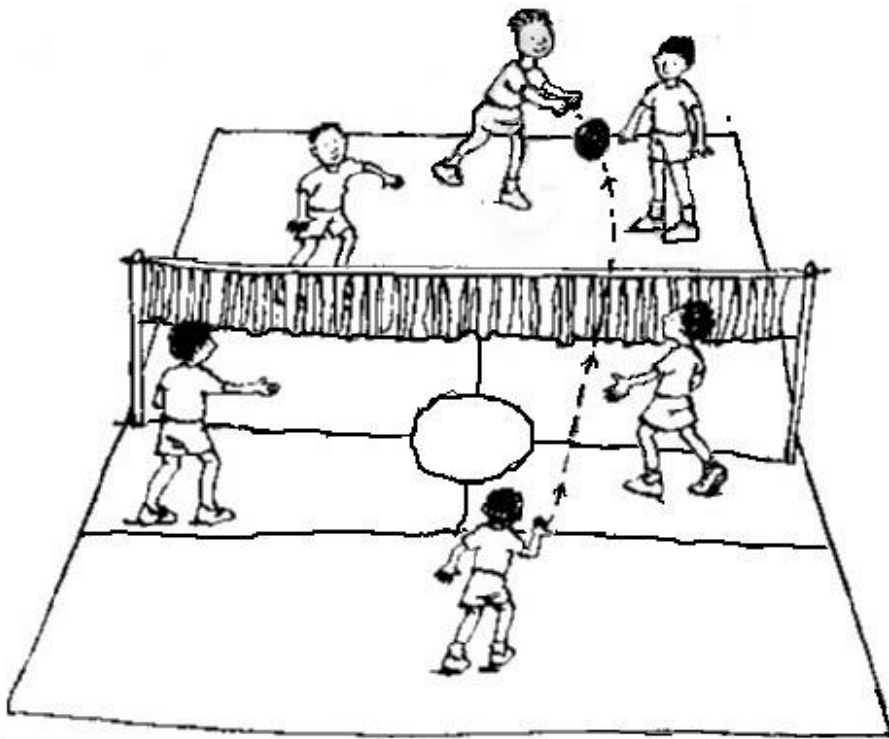
One ball per court

Safety

Ensure court is hazard-free.

Activity

- 3 players on each side of the court.
- One team starts play by serving.



NB: Ensure serves go directly over the net and into the home zone on the other side.

- After the serve, the ball may be touched up to three times on one side before it reaches the other side.
- The team who wins the point wins the right to serve.

- Players may change positions when the ball is out of play. This encourages players to learn the skills and tactics of the different positions on the court.

To make the activity easier:

- Lower the net.
- Reduce playing area.

To make the activity more difficult:

- Increase the playing area.
- Make practice more competitive, for example, the first to score 10 points wins.

TEACHING POINTS

Ask the students

- **What do you do if your team wins a game?**

Communicate with your team about who is taking the serve and change positions as wished.

- **How do you develop good technique and teamwork?**

Concentrate on the ball and your teammates. Avoid sending the ball straight back to the opponent (a fault in loofball); instead you should pass to other players on your team to build the attack. Communicate when necessary.

Team Girls vs. Team Boys

Objective

For students to recap on basic skills of jump-shooting, serving, catching and chest-passing

Equipment

- Playing area
- One loofball
- Net

Safety

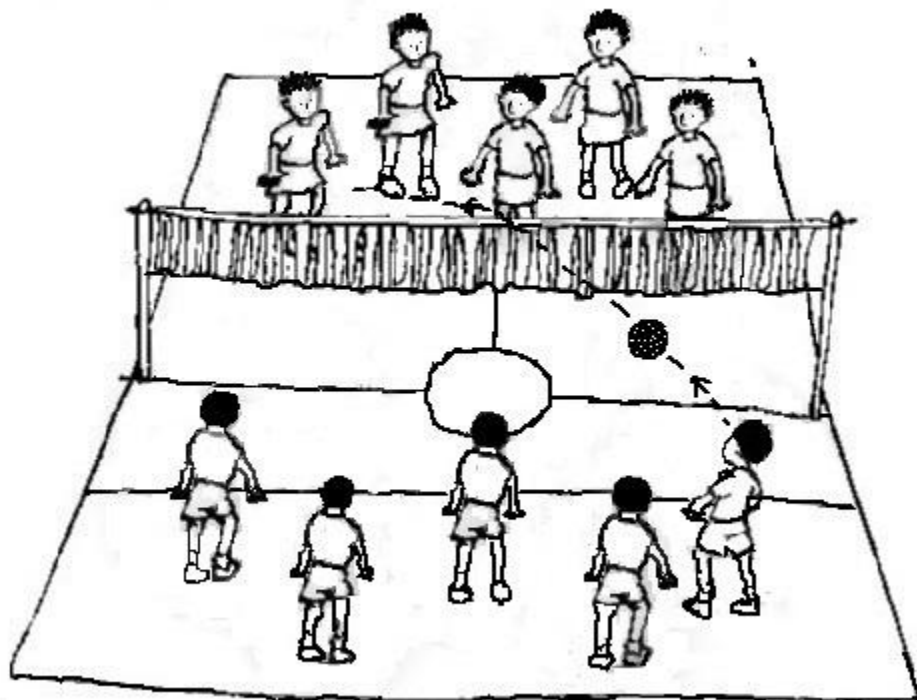
Ensure playing area is hazard-free.

Warm-up

- Do a running game in pairs, with girls going first then followed by boys. Take turns to run from the baseline to the net and back.
- Do a light stretching exercise e.g. body twist or shoulder stretching.

Activity

- 5 boys versus 5 girls on the court.
- Only one set is played, i.e. the first team to score 25 points by two clear points wins the contest. However, in the event of a 26-26 tie, the team who scores the next point wins the contest.
- Teams can make as many substitutions as they want.
- Each team may take a timeout of 30 seconds.



TEACHING POINTS

Ask the students

- **What position should you be in when the ball is with the opponent?**

Be in a 'ready' position, maintain proper formation and focus on the ball.

- **How do you make a good pass?**

Maintain balance, face your teammate and then apply a chest-pass.

- **How do you make a good shot?**

Jump-shoot with speed and precision. Avoid high balls and net balls.

- **How do you score from the fore zone?**

Quickly move to a section in the fore zone and call for the ball. With both feet on the ground, quickly lob the ball across the net, either to the diagonally opposite section or to an empty space within the opponent's home zone.

TIPS FOR ENGAGING STUDENTS IN SPORT

- a. Arrive and start early
- b. Try to make activity fun
- c. Try to improve skills and performance
- d. Participate in the game
- e. Use simple and clear words
- f. Ask questions and listen to feedbacks
- g. Set achievable tasks
- h. Be safety-conscious
- i. Be organized
- j. Be creative
- k. Keep everyone active
- l. Encourage teamwork and good sportsmanship

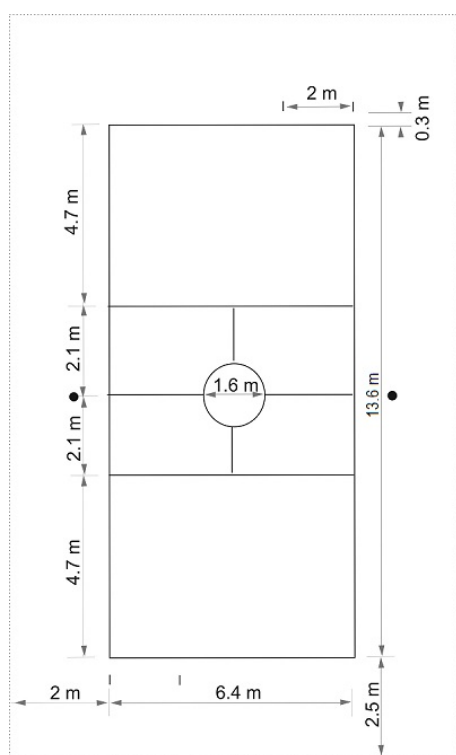
RULES FOR MINI LOOFBALL

Number of Players

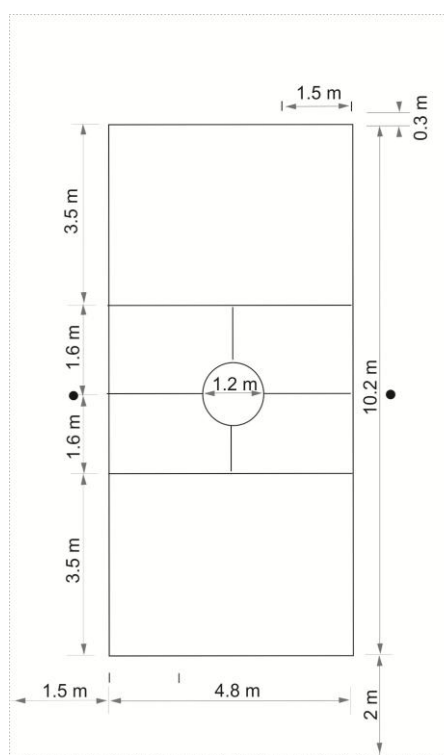
Three or five players per team

Equipment

- One size-1 or size-2 loofball
- A net, stretched above the turf by approximately 1.4 m for U-8 or 1.8 m for U-13
- A court or small flat area with measurements as shown below



Court Dimensions for U-13



Court Dimensions for U-8

Objective of the game

The objective of mini loofball is to:

- make the ball land on the correct zone in the opponent's playing area
- play the ball in such a way that the opponents cannot catch or return it

Starting the game

- A player starts the game by serving from the service area.

- A serve that results in a high ball or netball, or doesn't go over the net is a foul serve. Two consecutive foul serves is a point to the opposing team.

Scoring

When a team commits a fault, the opposite team wins the game.

If the opposite team was:

- serving, it scores one point and continues to serve
- receiving, it scores one point and earns the right to serve.

A set is won by the first team to score 15 points, with a 2 point advantage.

In the event of a 16-16 tie, the team who scores the next point wins the set. The team who wins two sets wins the match. Teams switch ends after each set.

In the third set, the teams also switch ends when a team scores eight points.

Faults

A fault is called when a:

- player commits two consecutive foul serves
- team fails to catch or return the ball within a minimum of two and maximum of three touches
- player mishandles or touches the ball more than twice in succession
- shot or throw from the home zone does not reach the opponent's home zone
- lob from a section in the fore zone fails to go over the net or touches the olive or the adjacent section on the other side of the net
- player 'travels' with the ball, i.e. takes more than two steps with the ball
- player holds the ball for more than three seconds
- player holds the ball more than once in a turn
- player touches the net or enters the opponents' court
- player serves or attacks with two hands
- player attacks or lobs from the fore zone without both feet touching the ground
- ball goes outside the playing area

Player Positions

Each team consists of three or five players who change playing positions, usually at the discretion of the trainer or coach. For a three-a-side game, a single row formation is formed

within each home zone with the left player serving the ball. For a five-a-side game, a two row (three players in front and two at the back) formation is formed within each home zone with the left back row player serving the ball.

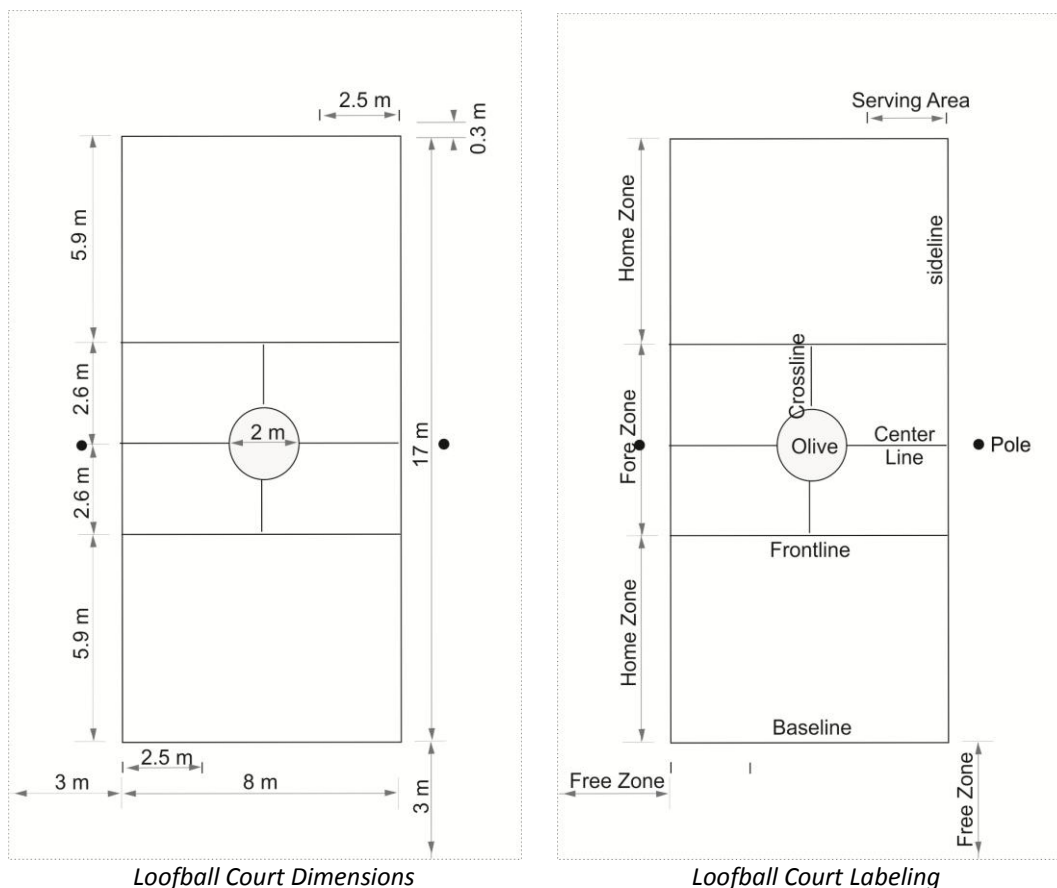
RULES FOR LOOFBALL

Number of Players

Five players per team

Equipment

- One size-2 loofball
- One net (1 m in depth and at least 8.5 m long, with a height of 2.28 m for both boys for girls or 2.30 m for men), supported by two posts (2.4 m high and fixed to the ground at a distance of 0.8 m from the sidelines)
- A small area of flat ground with the correct court measurements and markings



Aim of the game

The aim of loofball is to:

- make the ball land on the correct zone in the opponent's playing area
- play the ball in such a way that the opponents cannot catch or return it

Starting the game

Play begins with the left-back player (see next figure) serving from the service area behind the baseline.

Scoring

If a team commits a fault, the opposite team wins the game.

If the opposite team was:

- serving, it scores one point and continues to serve
- receiving, it scores one point and earns the right to serve

The first two sets are won by the first team to score 25 points, with a 2 point advantage. In the event of a 30-30 tie, the team who scores the next point wins the set.

The third set is won by the first team to score 20 points, with a 2 point advantage. In the event of a 25-25 tie, the team who scores the next point wins the set.

The team who wins two sets wins the match.

Changing ends

Teams switch ends after the first set. In the third set, a toss is conducted to decide ends or who to serve first.

Faults

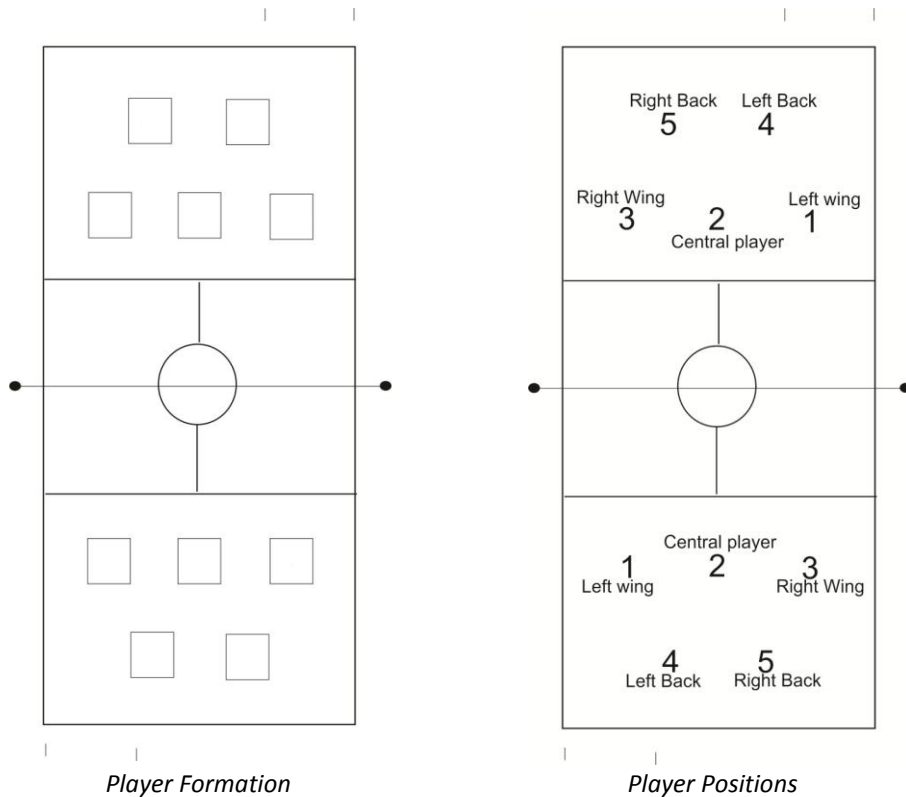
A fault is called when a:

- player commits two consecutive foul serves
- team fails to catch or return the ball within a minimum of two and maximum of three touches

- player mishandles or touches the ball more than twice in succession
- shot or throw from the home zone does not reach the opponent's home zone
- lob from a section in the fore zone fails to go over the net or touches the olive or the adjacent section on the other side of the net
- player touches the net
- player serves or attacks with two hands
- player switches position during play/game
- player 'travels' with the ball, i.e. takes more than two steps with the ball
- player holds the ball for more than three seconds
- player holds the ball more than once in a turn
- player attacks or lobs from the fore zone without both feet touching the ground
- throw goes outside the playing area
- player contacts the ball with a part of the body other than the hand and forearm.

Player Positions

Each team consists of five players who change playing positions, usually at the discretion of the trainer or coach. A two row (three players in front and two in the back) formation is formed within each home zone with the left back (position 4 player) serving the ball.



Timeouts and Intervals

A timeout of 30 seconds is allowed per team in a set. A 2 minute interval is also allowed between sets.

Substitutions

Up to four substitutions may be made per team per match and one or more players may be substituted at the same time. A player of the starting line-up may leave the court and re-enter only once in a match. A substitute player may enter the court only once per match.

Misconduct and Sanctions

Player misconduct may constitute a fault. That is to say, a team could lose a game when their player or players do not behave. Use of offensive or immoral words and gestures is strongly forbidden in a match. Moreover, the referee is authorized to stop a game in order to make a ruling when he or she deems fit.

A first misconduct attracts a verbal warning, which carries no penalty. A subsequent misconduct attracts a yellow card, which carries a point penalty. A third misconduct attracts a red card, which carries both a point penalty and disqualification. A red-carded player must leave the court without replacement.

CURRICULUM MAPPING

This section provides a framework for teaching loofball at different school grades. The mapping guide below is intended to help teachers to identify topics or contents for incorporation into the PE curriculum, and on what to expect from the students in terms of outcomes and indicators, which are treated and demonstrated. The mapping guide also reveals responsibilities of teachers and students and provides relevant information to enable teachers and sport providers design specific program for teaching the sport. Teachers or trainers are to ensure that topics and outlines designed in this guide are achieved.

Outcomes and Indicators

Teacher's expectations are expressed as desired outcomes and indicators. It is essential that teachers and sport providers are familiar with these outcomes and indicators and use them as a measure of position. The outcomes and indicators identify skills, abilities and attitudes expected from the pupils or students at the end of a stipulated time frame or session.

The following tables provide useful information for teachers and trainers to enrich learning experience of students.

Preschool/Year 1 Mapping

Scope	Preschool	Year 1
Loofball Loofball in the class	LESSON CONTENT	ROLE OF THE TEACHER
	Children are to see the ball.	Use size 1 or size 2 loofball
	Children are to touch and feel the ball.	Observe the response of the children towards the ball
	Children are to know the name of the ball – loofball	Pronounce and spell the name of the ball
Loofball Loofball play	LESSON CONTENT	ROLE OF THE TEACHER
	Children are to be allowed to play (throwing and catching) with the ball for a stipulated period of time or during PE	Observe the children’s interest Set time frame for play
		Ensure the ball is properly maintained e.g. washing the ball when dirty
	LESSON CONTENT	ROLE OF THE TEACHER
Loofball Revision	Revision	Ensure children are familiar with the ball and activity.
		Assist with equipment return.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

Preschool/Year 1 Outcomes and Indicators

<i>Outcomes</i>	<i>Indicators</i>
<i>GOALS: Loofball Introduction</i>	In class
<i>Outcomes</i> 1.1 Loofball in the class	<ul style="list-style-type: none"> a. Children see, touch and feel loofball b. Children pronounce and spell loofball correctly
<i>GOALS: Play</i>	Outside the class
<i>Outcomes</i> 1.2 Playing with Loofball	<ul style="list-style-type: none"> a. Children play with the ball for some minutes. b. Children are familiar with the ball.
<i>GOALS: Revision</i>	
<i>Outcomes</i> 1.3 Activity	NB: <ul style="list-style-type: none"> • Wash the ball when dirty or stained. • Ensure equipment is returned in good condition.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

Primary 1-3/Grade 1-3/Year 2-4 Mapping

Scope	Primary 1-3 (Grade 1-3)	Year 2-4
Loofball Pronouncing the name loofball. Loofball Ball size Identification Loofball Playing with the ball Loofball Revision	LESSON CONTENT	ROLE OF THE TEACHER
	Pupils are to know how to pronounce and spell the name loofball	The teacher is to pronounce and spell the name of the ball
	LESSON CONTENT	ROLE OF THE TEACHER
	Pupils are to identify size 1 or mini loofball and size 2 loofball.	The teacher is to display or draw size 1 and size 2 loofball Tell pupils to applaud those who identify correctly.
LESSON CONTENT	ROLE OF THE TEACHER	ROLE OF THE TEACHER
Pupils are to be allowed to play and learn basic skills of passing, throwing and catching for some minutes.	Demonstrate how to play with the ball. Teach basic skills of passing, throwing and catching. Analyze their interest.	
LESSON CONTENT	ROLE OF THE TEACHER	ROLE OF THE TEACHER
Revision	Ensure pupils are familiar with basic skills of passing, throwing and catching. Assist with equipment return.	

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

Primary 1-3/Grade 1-3/Year 2-4 Outcomes and Indicators

<i>Outcomes</i>	<i>Indicators</i>
<i>GOALS: Pronounce and spell the name of the ball – Loofball</i> <i>Outcomes</i> 2.1 Loofball Introduction	In class a. Pupils know how to pronounce and spell loofball correctly.
<i>GOALS: Identification of different ball sizes</i> <i>Outcomes</i> 2.2 Identification of size 1 or mini loofball and size 2 loofball	a. Pupils identify size 1 loofball and size 2 loofball. b. Pupils understand basic skills of chest-passing, throwing and catching
<i>GOALS: Play</i> <i>Outcomes</i> 2.3 Playing with the ball	On the court a. Pupils play with the ball for some minutes. b. Pupils understand how to chest-pass, throw and catch the ball.
<i>GOALS: Interest in Loofball</i> <i>Outcomes</i> 2.4 Identification of pupils with interest in loofball	NB: <ul style="list-style-type: none"> • Identify pupils with interest in the sport and train them thoroughly. • Advise for regular playing • Wash the ball and dry when dirty or stained. • Ensure equipment is returned in good condition.
<i>GOALS: Revision</i> <i>Outcomes</i> 2.5 Activity	

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

Primary 4-6/Grade 4-6/Year 5-7 Mapping

Scope	Primary 4 – 6 (Grade 4-6)	Year 5 – 7
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Elementary meaning of Loofball	Pupils are to know the meaning of loofball Pupils are to know the features of loofball.	Explain to pupils the meaning and features of loofball.
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Drawing and labeling a loofball court	Pupils are to sketch and label loofball court.	Assist pupils to sketch and label a loofball court.
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Players’ positioning in Loofball	Pupils are to know the correct formation and positioning in loofball. Numbering of playing positions in loofball.	Teach pupils to understand the correct formation and positioning in loofball. Assist pupils to sketch loofball court and number playing positions correctly.
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Faults in loofball	Pupils are to know the rules and common faults in loofball	Teach pupils to understand the play rules and what constitutes an error or fault in loofball.
Basic loofball skills	Pupils are to know the basic skills in loofball.	Teach pupils basic skills of serving, jump-shooting, chest-passing, lobbing, catching and dodging.
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Playing Loofball	Pupils are to be allowed to play and learn basic skills of serving, jump-shooting, chest-passing, lobbing, catching and dodging for some minutes.	Demonstrate the said skills to the pupils. Teach pupils how to play as a team. Assist with equipment return
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Revision	Revision	Ensure pupils are familiar with basic skills of serving, jump-shooting, chest-passing, lobbing, catching and dodging.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

Primary 4-6/Grade 4-6/Year 5-7 Outcomes and Indicators

Outcomes	Indicators
GOALS: Elementary Meaning of Loofball	In class
Outcomes 3.1 Understanding loofball	a. Pupils know the meaning of Loofball b. Pupils identify the features of Loofball
GOALS: Sketching Loofball Court	
Outcomes 3.2 Drawing and labeling loofball court 3.3 Positioning and formation of players in loofball understood	a. Pupils draw and label loofball court correctly b. Pupils draw loofball court and indicate playing positions by numbering
GOALS: Rules and Regulations in Loofball	In class
Outcomes 3.4 Rules, errors and fouls understood	a. Pupils understand basic play rules of loofball b. Pupils understand common faults in loofball
GOALS: Skills of Loofball	
Outcomes 3.5 Learning basic skills of Loofball	c. Pupils understand basic skills of serving, jump-shooting, chest-passing, lobbing catching and dodging
GOALS: Play	On the court
Outcomes 3.6 Playing loofball	a. Pupils play and demonstrate basic skills of serving, jump-shooting, chest-passing, lobbing, catching and dodging b. Pupils understand how to serve, jump-shoot, chest-pass, lob, catch and dodge.
GOALS: Revision	
Outcomes 3.7 Revision	NB: <ul style="list-style-type: none"> • Identify pupils with talent and encourage them • Wash the ball when dirty or stained. • Ensure equipment is returned in good condition.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

JSS 1/ Grade 7/Year 8 Mapping

Scope	JSS 1 (Grade 7)	Year 8
Loofball Definition of Loofball Historical background of Loofball Features of Loofball	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to know the definition and historical background of loofball	Define and explain the historical background of loofball
Loofball Aim/objective of Loofball Equipments and Facilities	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to know the objective of loofball	Teach and explain the aim and objective of Loofball
Loofball Drawing of loofball court with playing positions	Students are to know the names of equipment and facilities used in loofball.	Mention and explain the uses of equipment and facilities
	LESSON CONTENT	ROLE OF THE TEACHER
Loofball Rules, errors and faults I	Students are to draw and label a loofball court	Teach students to draw and label loofball court with dimensions
	Students are to Number playing positions in loofball.	Teach students to sketch loofball court and number playing positions correctly.
Loofball Basic Skills in Loofball	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to understand the basic rules, errors and faults in loofball	State and explain the basic rules, errors and faults in loofball
Loofball Basic Skills in Loofball	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to know the basic skills in loofball	Describe and demonstrate basic skills such as serving, jump-shooting, catching, chest-passing, lobbing and dodging

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

JSS 1/Grade 7/Year 8 Outcomes and Indicators

<i>Outcomes</i>	<i>Indicators</i>
GOALS: Definition and History of Loofball	In class
Outcomes 4.1 Knowing the definition and historical background of Loofball	<ul style="list-style-type: none"> a. Students can define loofball b. Students understand the history of loofball
GOALS: Aim of the game, Equipment and Facilities	
Outcomes 4.2 Knowing the aim/objective of loofball 4.3 Identification of equipment and Facilities	<ul style="list-style-type: none"> a. Students understand the aim of loofball b. Students identify equipment and facilities used in the sport e.g. loofball, court, net, poles, jerseys, sneakers, whistle, flags, sport protective glasses etc. c. Students understand the uses of each equipment or facility mentioned above
GOALS: Court Dimensions	
Outcomes 4.4 Drawing loofball court with playing positions	<ul style="list-style-type: none"> a. Students draw and label loofball court correctly b. Students draw loofball court and number playing positions correctly
GOALS: Rules and regulations in Loofball	
Outcomes 4.5 Rules, errors and faults understood	<ul style="list-style-type: none"> a. Students understand basic rules of loofball b. Students understand what constitutes an error or fault in loofball
GOALS: Skills in Loofball	
Outcomes 4.6 Learning basic skills of Loofball	<ul style="list-style-type: none"> a. Students understand basic skills such as serving, jump-shooting, catching, chest-passing, lobbing and dodging b. \ c.
GOALS: Playing Loofball	On the court
Outcomes 4.7 Demonstration of basic skills	<ul style="list-style-type: none"> d. Students demonstrate basic skills e.g. serving, jump-shooting, catching, chest-passing, lobbing and dodging
	<p>NB:</p> <ul style="list-style-type: none"> • Identify skillful students and train them thoroughly. • Advise for regular playing • Ensure equipment is returned in good condition.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

JSS 2/Grade 8/Year 9 Mapping

Scope	JSS 2 (Grade 8)	Year 9
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Philosophy of Loofball	Students are to understand the philosophy of loofball.	Explain the philosophy and importance of loofball
Scoring System in Loofball	Students are to understand the scoring system in loofball.	Explain the loofball scoring system e.g. points scored for winning a game, points required to win a set, sets required to win a match.
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Equipment Specifications	Students are to know the different sizes of loofball (size 1 or mini loofball and size 2 loofball) and their specifications	Teach and explain the differences between size 1 and size 2 loofball, with respect to their specifications e.g. maximum surface pile length, weight and circumference
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Defensive and Attacking Skills in Loofball	Students are to know the defensive skills (catching, passing, dodging and digging) and attacking skills (jump-shooting, lobbing, serving and setting) in loofball	Teach students to classify loofball skills into defensive and attacking skills Explain the skills
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Timeouts, Intervals and Substitutions	Students are to understand the concepts of timeout, intervals and substitutions in loofball	Teach students to know the duration of timeouts and breaks in loofball, and the maximum substitutions allowed in a match
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Terms in Loofball	Students are to understand the concepts of net ball, high ball, in ball, out ball, foul serve and traveling	Explain the meaning of net ball, high ball, in ball, out ball, foul serve and traveling in loofball
Loofball	LESSON CONTENT	ROLE OF THE TEACHER
Rules, errors and faults II	Students are to understand the basic rules, errors and faults in loofball	State and explain the basic rules, errors and faults in loofball

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JSS 2/ Grade 8/Year 9 Outcomes and Indicators

<i>Outcomes</i>	<i>Indicators</i>
GOALS: Philosophy, Scoring System in Loofball	In class
Outcomes 4.1 Understanding the philosophy of loofball 4.2 Understanding the scoring system in loofball	a. Students understand the philosophy of loofball b. Students understand the scoring system in Loofball
GOALS: Equipment Specifications	a. Students understand the different sizes of loofball (size 1 or mini loofball and size 2 loofball) and their specifications
Outcomes 4.3 Knowing the specifications of loofball equipment	
GOALS: Defensive and Attacking Skills	In class
Outcomes 4. 4 Learning defensive and attacking skills	a. Students classify skills into defensive and attacking skills b. Students understand the skills c. Students understand the duration of timeouts and breaks in loofball, and the maximum substitutions allowed in a match
GOALS: Timeouts, Intervals and substitutions	a. Students understand the meaning of net ball, high ball, in ball, out ball, foul serve and traveling in loofball b. Students understand basic rules c. Students understand what constitutes an error or fault in loofball
Outcomes 4.5 Understanding timeouts, Intervals and substitutions in loofball	
GOALS: Terms, Rules and Regulations	a. Students understand the meaning of net ball, high ball, in ball, out ball, foul serve and traveling in loofball b. Students understand basic rules c. Students understand what constitutes an error or fault in loofball
Outcomes 4.6 Learning game terms in loofball 4.7 Rules, errors and faults understood	
GOALS: Playing Loofball	On the court
Outcomes 4.8 Demonstration of defensive and attacking skills	e. Students play and demonstrate basic defensive skills (catching, passing, dodging and digging) and attacking skills (jump-shooting, lobbing, serving and setting)
	NB: <ul style="list-style-type: none"> • Identify skillful students and train them thoroughly. • Advise for regular playing • Ensure equipment is returned in good condition.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

JSS 3/Grade 9/Year 10 Mapping

Scope	JSS 3 (Grade 9)	Year 10
Loofball Drawing of loofball court with dimensions	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to draw loofball court with standard dimensions	Teach students to draw loofball court with standard dimensions
Loofball Match Officials and Their Roles	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to know the roles of match officials in Loofball	Explain the roles of match officials e.g. referee/umpire, line judges, scorer and assistant scorer
Loofball Roles of the coach, captain and players	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to know the responsibilities of coach, captain and players in loofball	Explain briefly the responsibilities of coach, captain and players in loofball
Loofball Misconduct and penalties	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to understand what constitutes misconduct in loofball and the penalties attached to them	Explain unaccepted behaviors in loofball e.g. assault on players/match officials, use of inappropriate words etc. Explain the order of sanctioning in loofball e.g 1 st - Verbal Warning 2 nd - Yellow card + a point to the opponent 3 rd - Red card + a point to the opponent + Disqualification
Loofball Sportsmanship in loofball	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to understand what sportsmanship is in loofball	Teach students to respect match officials, their opponents
Loofball Rules, errors and faults III	LESSON CONTENT	ROLE OF THE TEACHER
	Students are to understand the basic rules, errors and faults in loofball	State and explain the basic rules, errors and faults in loofball

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

JSS 3/Grade 9/Year 10 Outcomes and Indicators

Outcomes	Indicators
GOALS: Court Dimensions	In class
Outcomes 5.1 Drawing loofball court with dimensions	a. Students draw loofball court with standard dimensions
GOALS: Match Officials	
Outcomes 5.2 Understanding the roles of match officials in loofball	a. Students know the match officials in loofball b. Students understand the roles of match officials in loofball
GOALS: Responsibilities, misconduct and sanctions	
Outcomes 5.3 Understanding roles of the coach, captain and players 5.4 Misconduct and penalties understood	a. Students understand the roles of the coach, captain and players b. Students understand unaccepted behaviors in loofball c. Students understand the order of sanctioning in loofball
GOALS: Sportsmanship, Rules and Faults	
Outcomes 5.5 learning sportsmanship in Loofball 5.6 Rules, errors and faults understood	a. Students understand what sportsmanship is in loofball b. Students are familiar with general play rules c. Students understand the errors and faults in loofball
GOALS: Play Loofball	On the court
Outcomes 5.7 Demonstration of defensive and attacking skills	a. Students play and demonstrate basic skills
	NB: <ul style="list-style-type: none"> • Identify skillful students and train them thoroughly. • Advise for regular playing • Wash the ball and dry when dirty or stained. • Ensure equipment is returned in good condition.

Teachers may use videos, images, diagrams or illustrations to demonstrate for better understanding

CONCLUSION

It is important to understand the benefits of sport and physical activity in school settings. The absorption of loofball in schools and physical education curriculum would not only increase sporting opportunities for children and young people but also broaden the conduit through which helpful life skills can be taught. When students are physically fit, they tend to achieve more academically. To this end, it is imperative that children and young people develop an active lifestyle as this would encourage them to participate more in sports and enjoy the benefits thereof.

