

**COURSE
GUIDE**

**KHE 313
SKILLS DEVELOPMENT AND TECHNIQUES IN SPORTS
AND GAMES V (HIGH JUMP, HURDLES, BADMINTON &
VOLLEYBALL)**

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INTRODUCTION

The development of skills and techniques in sports and game is very important to the understanding, practice and enjoyment of sports in general. So, it is very important in your programme – Human Kinetics. You need the fundamental skills and techniques (methods) in high jump, hurdles, badminton and volleyball to participate effectively in various sports and recreational activities. Skills acquisition and practice affords you the opportunity to achieve highly in individual, dual and team sports. Acquisition and practice of sports skills are fundamental to fun field or game experiences. In this course, you have the opportunity to study important skills you can use for a successful career and effective ministry in physical education and sports.

WHAT YOU WILL LEARN IN THIS COURSE

Skills and techniques development has become an indispensable component of Human Kinetics. Sports and human movement related organizations need competent individuals who will be able to explain and demonstrate sports skills and techniques that are necessary in the development, promotion and maintenance of health and performance in sports and work environment. The course, KHE 313 will prepare you to identify and acquire the competence required in performing High jump, Hurdles, Badminton and Volleyball.

COURSE AIM

The aim of this course is to enhance your opportunities of employability through the acquisition of knowledge, skills and techniques in High jump, Hurdles, Badminton and Volleyball.

COURSE OBJECTIVES

By the end of this course, you will be able to:

- Narrate the historical development of High jump;
- List the skills in the performance in the high jump;
- Mention three materials needed for high jump;
- Highlight the rules governing the correct performance of the long jump;
- Execute high jump;
- Set the track for hurdles;
- State rules guiding the hurdles;
- Demonstrate the clearance of the hurdles;
- Narrate essential historical background of Badminton

- Name three skills in Badminton;
- Demonstrate service in Badminton;
- Draw a badminton court;
- List the skills in the performance in Volleyball;
- List four equipment needed for Volleyball;
- State the rules governing the correct play of Volleyball.
- Demonstrate the service in Volleyball.

WORKING THROUGH THIS COURSE

This course is arranged in units. Each unit deals with a specific sub-heading that will help you achieve the course objectives. Every unit has specific objectives and contents arranged to meet the unit objectives. Within the contents are in text questions, and discussions designed to help you think along the line of the objectives of the particular unit or related content. You will also come across some self-examination exercises that will guide you in determining whether you are achieving the unit's objectives.

STUDY UNITS

Module 1 Skills and Techniques in High Jump

- Unit 1 Historical Development of High jump
- Unit 2 Nature of High Jump
- Unit 3 Style and Skill of High Jump
- Unit 4 Rules and Officiating of High jump

Module 2 Skills and Techniques in Hurdles

- Unit 1 Historical Development of Hurdles
- Unit 2 Nature of Hurdles
- Unit 3 Rules Guiding Hurdles

Module 3 Skills and Techniques in Badminton

- Unit 1 Historical Development of Badminton
- Unit 2 Nature of Badminton
- Unit 3 Sills off Badminton
- Unit 4 Rules of Badminton

Module 4 Skills and Techniques in Volleyball

- Unit 1 Historical Development of Volleyball
- Unit 2 Nature of Volleyball
- Unit 3 Sills off Volleyball
- Unit 4 Rules and Officials of Volleyball

TEXTBOOKS AND REFERENCES

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ASSESSMENT

The course will be assessed in two parts. Part 1 will be the in-course assessment which will be done during facilitation, and may involve quizzes, take home assignments and term papers. Part 2 will be the end of

course examination. In doing these assessments, you are expected to use the information gathered during your study of the course.

PRESENTATION SCHEDULE

Units 1, 2, and 4 of Modules 1, 3 and 4 are to be covered on a two hour weekly contacts respectively. Units 3 of these modules and other Units will be covered in two weeks of two hours' weekly contact.

HOW TO GET THE MOST FROM THE COURSE

This course material provides you the opportunity of reading and learning at your own pace; time and location. Therefore, follow this guide to get the most from this course:

1. Read the objectives of the course very carefully to learn what is expected of you at the end.
2. Read the units as arranged. Follow the illustrations to practice the skills.
3. Read the unit objectives very carefully to learn why the unit is important.
4. Whenever you meet an in-text question, pause and thoughtfully consider the question before reading the next sentence.
5. Attempt all the self-assessment exercise without viewing the solutions to them.
6. Then review the solution to the self-assessment to see how you are progressing.

FACILITATORS/TUTORS/TUTORIALS

You will be guided in a tutorial by a facilitator/tutor, who is trained in this course, as you read the course.

**MAIN
COURSE**

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MODULE 1 SKILLS AND TECHNIQUES IN HIGH JUMP

INTRODUCTION

Athletics has track and field events with high jump as one of the field events. In high jump, you are required to overcome a vertical obstacle to perform the jump very well. You may have performed this type of jump knowingly or unknowingly before now. Your performance of a good high jump will depend on your ability run and step to the take off and exert maximum force on the take of board so that the ground will exert the force you need as a reaction to enable you jump over the vertical obstacle. Agility, speed, leg power and strength are required for you to perform high jump. This module will help you to learn how high jump has developed. You will also learn the styles used by jumpers and why they choose them. The units under this module are:

Unit 1	Historical Development of High jump
Unit 2	Nature of High Jump
Unit 3	Style and Skill of High Jump
Unit 4	Rules and Officiating of High jump

UNIT 1 HISTORICAL DEVELOPMENT OF HIGH JUMP

CONTENTS

1.0	Introduction
2.0	Intended Learning Outcomes (ILOs)
3.0	Main Content
3.1	History of High jump
3.2	Major Development in High Jump
3.3	Best High Jump Nations
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

The high jump is one of the jumps in the athletic events. It is one of the activities that man has for centuries, used for survival. So, its history predates modern athletic organization. This unit will take you through the history of high jump. The unit will also introduce you to the developments that have taken place in high jump over the years.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Narrate the history of high jump.
- Discuss the major development in high jump.
- Mention the five best nations in high jump.

3.0 MAIN CONTENT

3.1 History of High jump

Jumping has been in the history of man. Jumping over a height has been part of man's activity for survival. However, the first recorded high jump event took place in Scotland in the 19th century. Early jumpers used either an elaborate straight-on approach or a scissors technique. In the latter, the bar was approached diagonally, and the jumper threw first the inside leg and then the other over the bar in a scissoring motion. Around the turn of the 20th century, techniques began to undergo series of modernization, starting with the Irish-American M.F. Sweeney's Eastern cut-off. This technique involves taking off as if with the scissors, but extending the back and flattening out over the bar, the Sweeney cut-off achieved a more economic clearance and raised the world record to 6 feet 5.625 inches (1.97 m) in 1895.

Further, M.F. Horine of America developed an even more efficient technique, the Western roll. In this style, the bar again is approached on a diagonal, but the inner leg is used for the take-off, while the outer leg is thrust up to lead the body sideways over the bar. This development further improved the world record thereby increasing the world standard from 6 feet 5.625 inches (1.97 m) to 6 feet 7 inches (2.0 m) in 1912. The Horine cut-off technique was the main technique at the 1936 Berlin Olympics. In this Olympics, high jump event was won by Cornelius Johnson at 2.03 meters (6 ft 8 in).

Which nations dominated high jump at its beginning? American and Russian jumpers dominated the high jump space for the next four decades from its development. These two high jump nations pioneered the development of the straddle technique. In the straddle technique, jumpers took off as in the Western roll, but rotated their (belly-down) torso around the bar, obtaining the most economical clearance. In 1956, a straddle jumper named Charles Dumas broke the seemingly elusive 7 feet (2.13 m) barrier. Shortly after that, in 1960, an American jumper John Thomas pushed the world record to 2.23 meters (7 ft 4 in). In the 1964 Olympics, an elegant Soviet (Russian) jumper called, Valeriy Brumel ruled the world high jump event for the next four years. He radically sped up his approach

run, took the record up to 2.28 meters (7ft 6in), and won the Olympic gold medal in that same year. Watch the video on <https://www.youtube.com/watch?v=-OtkrNq1fZg> for the history of high jump.

3.2 Major Development in High Jump

A man at Oregon State University called Dick Fosbury made an innovation that changed the game of high jump globally. This solitary innovator brought the high jump event into the next century. How did he do that? Fosbury took advantage of the raised, softer landing areas by then in use, and added a new twist to the outmoded Eastern Cut-off. He directed himself over the bar with his head and shoulders first, sliding over on his back and landing in a fashion which would likely have broken his neck if he had used any of the old, sawdust landing pits. This technique is called Fosbury flop.

What did he achieve with this technique? Dick Fosbury used this Fosbury flop to win the 1968 Mexico Olympic gold medal. After this feat by him, the technique began to spread around the world, and soon floppers were dominating international high jump competitions. The last straddler to set a world record was the late Vladimir Yashchenko, who cleared 2.33 metres (7 ft 8 in) in 1977 and then 2.35 metres (7 ft 9 in) indoors in 1978.

After Dick Fosbury used his new style, the Fosbury Flop, to win the gold medal of the 1968 Mexico Olympics, it has spread quickly, and soon "floppers" were dominating international high jump competitions. The first flopper setting a world record was the American Dwight Stones, who cleared 2.30 m (7 ft 6+ $\frac{1}{2}$ in) in 1973. In the female side, the 16-year-old flopper Ulrike Meyfarth from West Germany won the gold medal of the 1972 Munich Olympics at 1.92 m (6 ft 3+ $\frac{1}{2}$ in), which tied the women's world record at that time (held by the Austrian straddler Ilona Gusenbauer a year before). However, it was not until 1978 when a flopper, Sara Simeoni of Italy, broke the women's world record.

In spite of the achievements in high with the Fosbury flop, the straddle technique did not disappear at once. In 1977, the 18-year-old Soviet straddler Vladimir Yashchenko set a new world record 2.33 m (7 ft 7+ $\frac{1}{2}$ in). In 1978, he raised the record to 2.34 m (7 ft 8 in), and 2.35 m (7 ft 8+ $\frac{1}{2}$ in) indoor, just before a knee injury ended his career effectively when he was only 20 years old. In the female side, the straddler Rosemarie Ackermann of East Germany, who was the first female jumper ever to clear 2 m (6 ft 6+ $\frac{1}{2}$ in), raised the world record from 1.95 m (6 ft 4+ $\frac{3}{4}$ in) to 2.00 m (6 ft 6+ $\frac{1}{2}$ in) during 1974 to 1977. In fact, from 2 June 1977 to 3 August 1978, almost 10 years after

Fosbury's success, the men's and women's world records were still held by straddle jumpers Yashchenko and Ackermann respectively. However, they were the last world record holders using the straddle technique. Ackermann also won the gold medal of the 1976 Montréal Olympics, which was the last time for a straddle jumper (male or female) to win an Olympic medal.

In 1980, the Polish flopper, 1976 Olympic gold medalist Jacek Wszola, broke Yashchenko's world record at 2.35 m (7 ft 8+ $\frac{1}{2}$ in). Two years before, the female Italian flopper Sara Simeoni, the long-term rival of Ackermann, broke Ackermann's world record at 2.01 m (6 ft 7 in) and became the first female flopper to break the women's world record. She also won the gold medal of the 1980 Moscow Olympics, where Ackermann placed fourth. Since then, the flop style has been completely dominant. All other techniques were almost extinct in serious high jump competitions after late 1980s.

Renowned high jumpers have followed Fosbury's lead. These jumpers included: Americans Dwight Stones and his rival, Franklin Jacobs of Paterson, New Jersey, who cleared 2.32 metres an astounding 0.61 m over his head height; Chinese record-setters Ni-chi Chin and Zhu Jianhua; Germans Gerd Wessig and Dietmar Mögenburg; Swedish Olympic medalist and world record holder Patrik Sjöberg; and female jumpers Iolanda Balaş of Romania, Ulrike Meyfarth of Germany and Italy's Sara Simeoni. Can you see that more nations are joining the high jump nations of America and Russia?

Do you know why the best high jumpers in the world prefer the Fosbury technique? It is not because of its fundamental biomechanical advantages, but because it originates in an easier-to-learn basic form. Beginners have better results with the flop and improve faster. Recall that the last men's world record of 2.35 m in 1978 was with the straddle, which would still be an absolute top performance today, (Babalola, 2010; <http://www.greatestsportingnation.com/content/high-jump-history>)

3.3 Best High Jump Nations

High jump is a field event where competitors must jump unaided over a horizontal bar placed at measured heights without dislodging it. The most practiced format is where a bar is placed between two vertical stands with a crash mat for landing. Since ancient times, competitors have introduced increasingly effective techniques to arrive at the current form. Do you remember the straddle, scissors and the current universally preferred method, the Fosbury Flop, in which athletes run towards the bar and leap head first with their back to the bar? It is contested at the World Championships in Athletics and the IAAF World Indoor Championships,

and is a common occurrence at track and field meets. The high jump was among the first events deemed acceptable for women, having been held at the 1928 Olympic Games.

Javier Sotomayor of Cuba, is the current men's record holder with a jump of 2.45 m (8 ft $\frac{1}{4}$ in) set in 1993 – the longest-standing record in the history of the men's high jump. Stefka Kostadinova (Bulgaria) has held the women's world record at 2.09 m (6 ft $10\frac{1}{4}$ in) since 1987, also the longest-held record in the event.

After the early days of high jump, Americans and Russians started leading and led in the event for an uninterrupted forty years. However, with the evolution of Fosbury flop, the event appeared easier and moved to many nations of the world. The standing in leading in high jump was also affected. Tables 1 to 4 show the best high jump nations in 2021.

Table 1: Ten Best High Jump nations in 2021

S/No.	Country	Points	Percentage
1	United States	5969	10.2
2	France	3276	5.6
3	Japan	3187	5.4
4	Great Britain	2508	4.3
5	German	2484	4.2
6	China	2446	4.2
7	Italy	2440	4.2
8	Australia	2119	3.6
9	Canada	2100	3.6
10	Netherlands	1882	3.2

Source: <http://www.greatestsportingnation.com/content/high-jump-history>

Table 1 shows that United States of America topped the chart of the high jump nations, making it the best in high jump. United States is followed by France and many other European nations. However, Japan came in between the European nations to occupy the third (3rd) position. On the sixth (6th) position is another non European nation, China.

Table 2: Global Cup Standing in 2021 for Men

Top Position	Country	Points	Percentage
1	United States	2570	8.4
2	France	1964	6.4
3	Italy	1493	4.9
4	Japan	1431	4.7
5	Germany	1354	4.4
6	Spain	1316	4.3

7	Great Britain	1313	4.3
8	Australia	893	2.9
9	Brazil	874	2.8
10	Norway	863	2.8

Source: <http://www.greatestsportingnation.com/content/high-jump-history>

Can you see the nation with the best male high jumpers in Table 2? It is United States of America. In the top ten are many European nations led by France. Apart from the United States, Japan (4th) and Brazil (9th) are the only non-European nations that made the list of ten best high jump nations for men.

Table 3: Global Cup Standing in 2021 for Women

Top Position	Country	Points	Percentage
1	United States	3222	12.6
2	Japan	1628	6.4
3	China	1462	5.7
4	Canada	1269	5.0
5	France	1157	4.5
6	Netherlands	1156	4.5
7	Australia	1120	4.4
8	Great Britain	991	3.9
9	Sweden	947	3.7
10	Germany	908	3.6

Source: <http://www.greatestsportingnation.com/content/high-jump-history>

Table 3 shows that United States of America has dominated the game of high jump even among the women high jumpers. Japan came in as second, followed by China and Canada. The remaining six nations in the best ten high jump nations for women are European nations still led by France.

Table 4: Global Cup Standing by Continents

Top Position	Continents	Points	Percentage
1	Europe	31979	54.5
2	Americas	12457	21.2
3	Asia	9306	15.9
4	Oceania	2899	4.9
5	Africa	2031	3.5

Source: <http://www.greatestsportingnation.com/content/high-jump-history>

Can you identify the continent with the best global cup standing in Table 4? Yes. It is Europe. Are you surprised? You need not be surprised

because from Tables 1 to 3, most of the nations that formed the best ten came from Europe. It is therefore fitting that Europe is topping the chart the best high jump continents.

SELF-ASSESSMENT EXERCISES

- i. When was the world record increased from 6 feet 5.625 inches (1.97 m) to 6 feet 7 inches (2.0 m)?
- ii. Which two nations dominated high jump for forty years?

4.0 CONCLUSION

Though jumping is traceable to the early days of man's existence, it was only in the 19th century they a record of it organization began. The techniques of high jump have undergone some stages of development. Prominent among these techniques are scissors, straddle and Fosbury flop.

5.0 SUMMARY

In summary, you have learnt the history of high jump. Generally, high jump requires that you clear or go over a horizontal bar held by two upright stands. This unit also taught you that high jump has passed through various stages of development. These rich history and developments will help you to appreciate high jump.

6.0 TUTOR-MARKED ASSIGNMENT

1. The high jump technique accepted globally is....
2. The country that is most decorated in high jump is.....

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

Eze, F. I. (2003). *Swimming and Athletics: An Intrduction*. Abuja: El Dorado Concepts Communications.

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<https://www.sports247.ng>

<http://www.greatestsportingnation.com/content/high-jump-history>

UNIT 2 NATURE OF HIGH JUMP**CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 High Jump Materials
 - 3.2 High Jump Technique
 - 3.2.1 Approach Run
 - 3.2.2 Take off
 - 3.2.3 Flight
 - 3.2.4 Landing
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The high jump is an athletic field event in which competitors must jump over a horizontal bar or rod placed at measured heights without the aid of any devices. The more the height is, the more are the points. As a high jumper, you must completely clear the bar without touching it by any part of your body. Two methods of jumping are used; one involves an angled leap toward the bar with the jumper in a prone position over the bar. In the other method, the jumper twists after jumping, clearing the bar with the back facing down (supine position). Previous unit taught the history and developments in high jump. This unit will present the materials that are used in high jump to you. It will also teach you the techniques involved in high jump. This unit has enough information to let you go further and practice High Jump and become prepared to perform it.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention the materials used in high jump.
- Discuss the dimensions of the high jump materials.
- Demonstrate a high jump approach run.
- Demonstrate a high jump clearance skill.

3.0 MAIN CONTENT

3.1 High jump Materials

In the high jump, you have three chances to leap over a crossbar or rod set between two upright poles 4 m (13 ft) apart. To make a jump, you run towards the bar and then leap. After clearing the crossbar, you land on a soft cushion, called the pit. In a competition situation, the officials announce the starting height of the crossbar before it commences. If you miss all three attempts allowed, you are out of the competition. If you clear the height, you are given another three chances at a height slightly higher, and so on. The more the height you clear, the more your points. The competition continues with the crossbar being raised no more than 2 cm (.79 in) each round until every athlete in the competition misses three times in a row or withdraws from the event. The winner is the one who has jumped the highest.

What if two individuals jumped the same height? This is called a tie. If there is a tie, the one who has missed the fewest jumps becomes the winner, (tie is discussed in Unit 4). You may pass on certain preliminary heights to save your strength for later jumps. Note that you need to have a good height and a fast run-up to take part in High Jump. These properties will give you a higher probability of attaining success in High Jump as compared to those with low height, (Babalola, 2010). While agility, strength, flexibility and leg power are very important qualities, angular momentum is the major mechanics. These qualities with the right materials will perform high jump. In the course of your reading of this course, you have come across crossbar or rod, upright post or pole, landing area and running areas. All these make up the playing area for high jump. They are part of the materials for high jump. Others are the personal materials like shoes.

3.1.1 Playing Area Layout

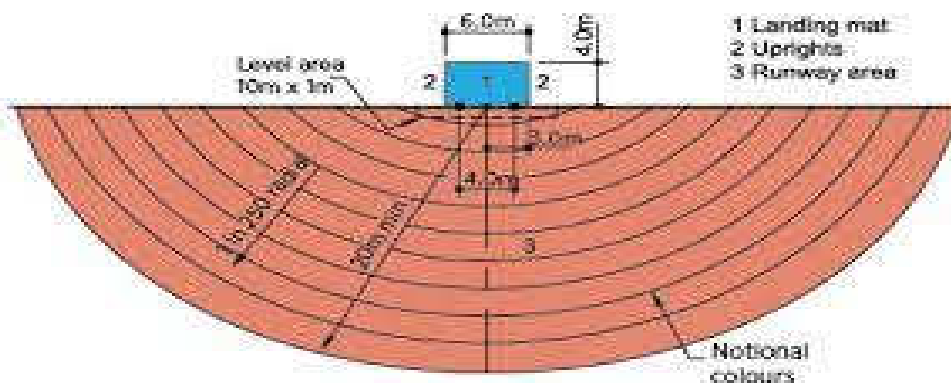


Figure 1: High Jump Facility. Source: www.dlgsc.wa.gov

Figure 1 shows a competition high jump facility. It shows: 1- the landing area; 2- the uprights with the crossbar, and 3- the runway area for the approach run. The runway is semicircular with a takeoff area. The length of the runway is unlimited but a minimum length of 15 m is obligatory. For important competitions the minimum radius of at least 20m is allowed. This will permit approaches from every direction. If it is necessary to remove the kerb temporarily in order to be able to use the oval track as a runway, care must be taken to ensure that the heights of the surfaces of the oval or semicircle track and the segment are the same along the border of the track.

The runway and take-off areas are usually covered with the same surface as the track. Where you have enough space, it is recommended to you make the radius 25 m. This expansion can allow two high jumps to be conducted simultaneously, that is, at the same time. See the landing area and the uprights in figure 2.



Figure 2: High Jump Equipment. Source: www.dimasport.fr

Figure 2 shows the equipment in the high jump playing area. Can you identify the equipment in this figure? There are two upright poles or posts, a horizontal rod or crossbar and a landing area. The landing area should measure not less than 5 m x 3 m and can be covered by landing mats or other material. The covering material must be strong enough to withstand the pressure from the shoe spikes at landing. Locally, sands are used as the landing area, (see figure 3). However, you must take extra care to prevent sports injury you use the sand as landing area. Fear of injury can prevent you from going for your best jump in such a local setting.



Figure 3: Improvised High Jump Landing Area

The upright and crossbar are other high jump equipment shown in figure 2. You may use any upright made of wood or metal, provided they are rigid and sufficiently tall to exceed the maximum height to which the crossbar can be raised by at least 100 mm. The distance between the two uprights must be 4.00 - 4.04 m.

The crossbar may also be made of metal or wood, but must be circular in cross section, with a diameter of 29 mm to 31 mm. Each end should have one flat surface for the purpose of resting the bar on the supports. The length of the crossbar should be between 4.00 m and 4.02 m and the maximum weight allowed is 2.0 kg. The support for the crossbar must be flat and rectangular, 40 mm wide and 60 mm long and each must face inwards, towards the opposite upright, (see figure 2).

3.1.2 High Jump Shoes

Shoes are very important in high jump. High jump shoes are different from most other track shoes in that there are an additional four holes in the heel of the takeoff shoe, where the user can insert spikes for increased traction, (see figure 4). These extra heel spikes aid greatly in the last four to five steps of the J-approach, allowing the jumper to run on his or her curve at a fast speed without slipping. Some high jump shoes are even more technologically developed and in addition to the extra spikes on the heel. The shoes are modified to lean to the direction of your body at the approach run to provide further support while you are running the curve. As in the approach, high jump shoes also help to support your takeoff.



Figure 4: High Jump Shoes. Sources: www.kangarootractclub.org; www.ana.org.ng

3.2 High Jump Techniques

You learnt in the history and development of high jump (Unit 1) that high-jump techniques have changed dramatically since the 1960s, when most competitors used the straddle. Then a jumper would throw one leg over the bar while facing down, the rest of the body following, (see figure 5 for the illustration of the straddle technique). In 1968 Olympic gold medallist Dick Fosbury of the United States revolutionized the event with a new technique, called the Fosbury flop. To do the Fosbury Flop, you leap at the bar sideways, and then pivots so that the head, facing upwards, clears the bar first. The back and then the rest of the body follow over the bar and the athlete lands on shoulders first.

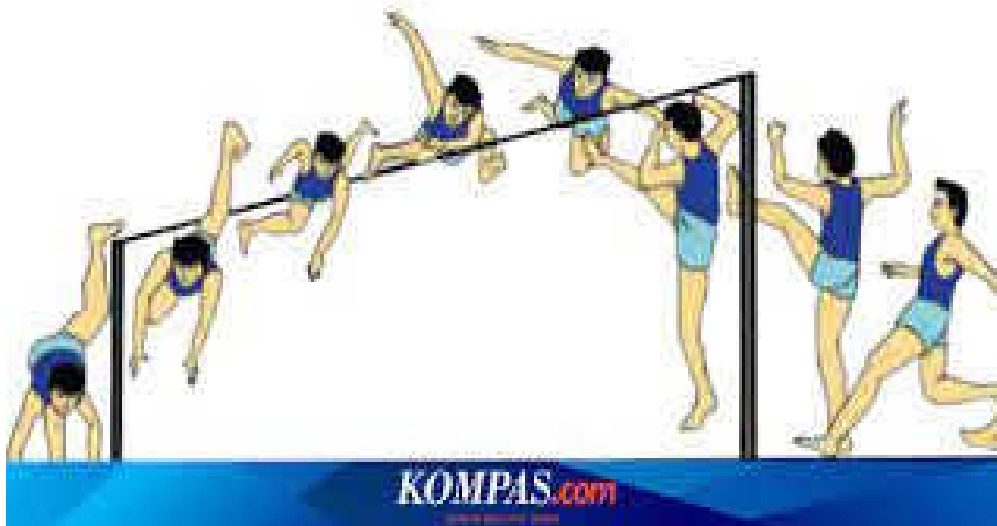


Figure 5: The high jump straddle technique. Source: www.sportsbeezer.com

No matter the style, the high jump technique is divided into the following phases:

- (1) Approach Run
- (2) Takeoff
- (3) Clearance
- (4) Landing

These phases or stages of high jump technique are illustrated in figure 6.

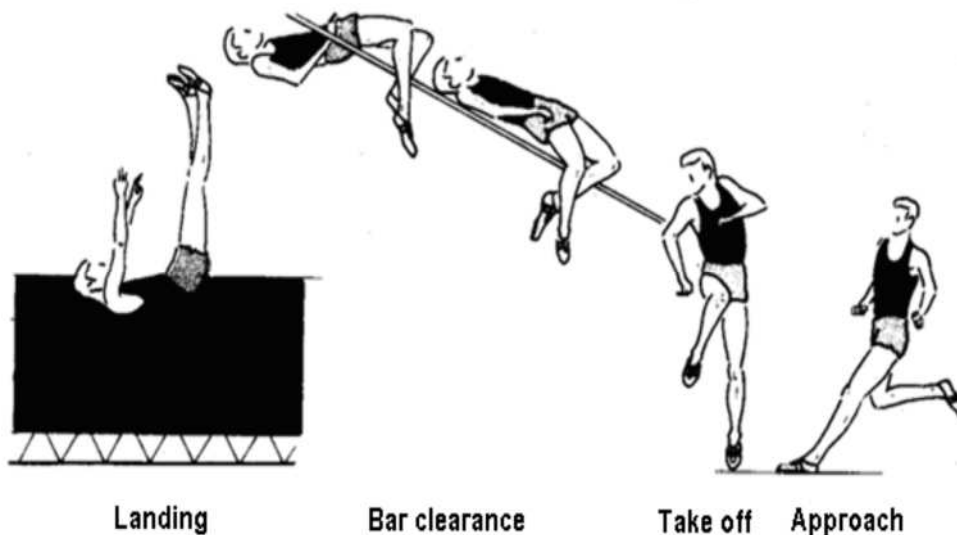


Figure 6: Phases of a high jump technique. Source: www.athletics.org.za

3.2.1 The Approach

The approach of the high jump is a very important phase of the high jump technique. If you run with bad timing or without enough aggressiveness,

then your clearing a high bar will be great a challenge. It is commonly observed that athletes with good quality of skills often fail to jump even a low height bar just because of incorrect approach. Most of the successful athletes follow a certain shape called J shaped approach to get the required effective result. The approach requires a certain curve, the right amount of speed, and the correct number of strides. The approach angle measure is also critical for optimal height. The approach has 5 steps on the straight and 5 on the curve including the step leading to the takeoff called penultimate and takeoff step. The length of the run is determined by the speed of your approach. If you are slower, you require about 8 steps. However, if you are faster you might need about 13 steps. The greater the speed of the run, the greater your body's momentum can be converted upward. The J shape approach is illustrated in figure 7.

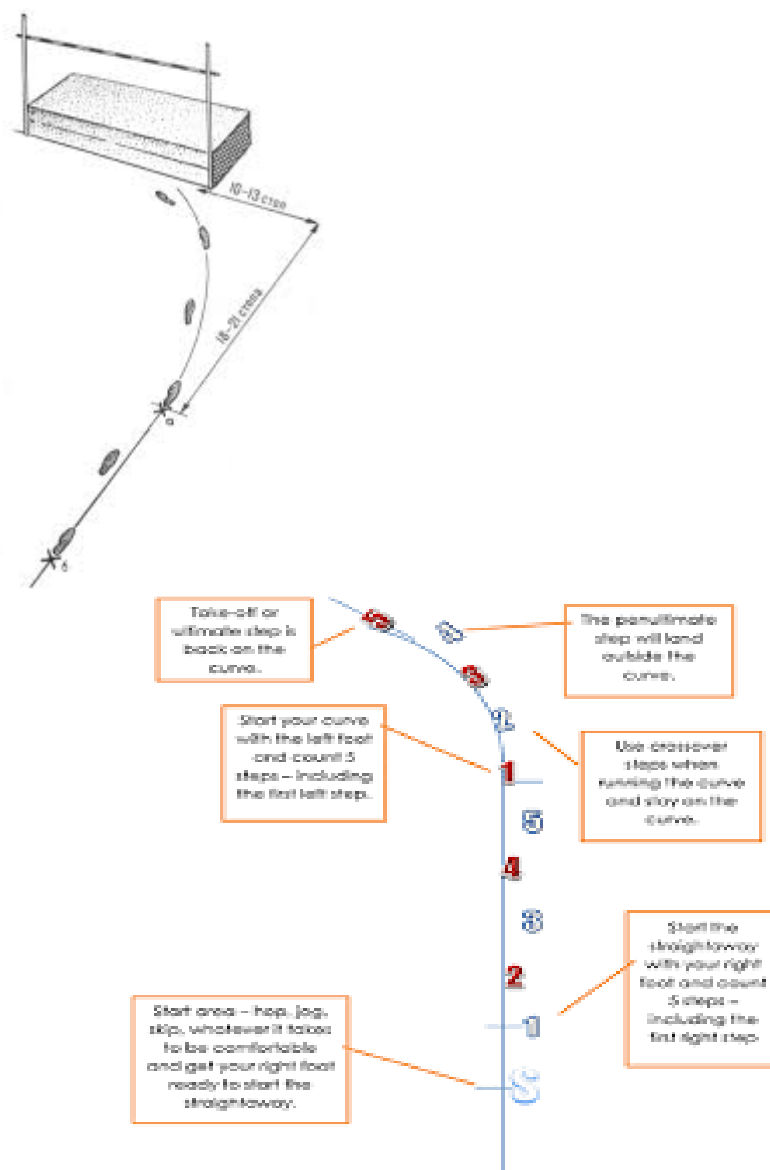


Figure 7: The "J" type approach in high jump. Sources: www.large.stanford.edu; www.everythingtrackandfield.com

The J type approach has many benefits. The J shape approach is commonly used due to more consistency in the run-up during competition. The approach comprises of a straight and curved section. The straight line allows for a buildup of speed. The curved section allows for the buildup of centrifugal force, which will throw you over the bar after breaking with the ground at take-off. The approach should be a hard controlled stride so that you do not fall from creating an angle with speed. Therefore, you are to run tall and lean from the ankles on the curve and not the hips.

The first five steps are to be run straight with the speed of a sprinter, as shown in figure 8. In the first step, you are to determine the pace of the approach run. The determined pace should be measured, marked and practised regularly. Try and run the straight section of the approach with an upright trunk and increase the approach speed with large, forceful strides.



Figure 8: Straight phase of the “J” shaped approach. Source: www.xpollinationproductions.com

From the figure 8, after pushing off from the first stride, the head and body must be upright and should not lean forward or backwards. The knee action is exaggerated. Focus your eyes on the point of turning or the curve. You must reach the marker at the point of turning on the non-take-off leg. Lean towards the inside of the curve during the curved part of the approach. The shoulder on the inside should be lower than the shoulder on the outside of the curve. You must continue to increase the approach speed with forceful strides, because this is where you gather the

momentum to enter the curve aggressively. You should always remember the mark you have placed where you are to enter the curve.

At the mark where you enter the curve, start to lean into the bend to build up a centrifugal force, (see figure 9). The lean position is vital, for this will project you over the bar at take-off. The angle of the body lean should be 10-15° to the inside of the curve. This angle is formed at the ankle joint. Click on the following link to watch the J approach: <https://www.youtube.com/watch?v=ydI-agvYrq0>.



Figure 9: Running the curve in the approach. Source: www.aths.coach

As you enter the last three steps of the approach leading to the takeoff, you are to lower your hips without reducing your speed. Speed and jump are directly proportional to each other. The more your speed, higher will be your jump. Therefore, you should determine optimal speed at which you are more comfortable with. Determination of your optimal speed is not really a difficult task. Starting from initially with each practice session, you should go on increasing speed till your foot becomes stable and light while jumping. The penultimate stride of the run-up is lengthened to facilitate the lowering of the body's center of gravity into a more favourable position for take-off. It is very important that you place particular emphasis on this stride. The final stride is somewhat shorter.

3.2.2 Takeoff

The takeoff should land quickly and with accelerated action. The toes point to the landing position. The foot should not be parallel to the front of the landing area. The takeoff can be double-arm or single-arm. In both cases, the foot you plant should be the foot farther from the bar, angled towards the opposite back corner of the mat, as you move up the knee on your non-takeoff leg. This is accompanied by a one- or two-arm swing while driving the knee. Your take-off foot must be placed in natural alignment with the take-off leg, pointing to the landing position, as already mentioned and not turned to anticipate the rotation. It must be 2-3-foot length ahead of the hips and trunk during first contact. The heel of your take-off foot is placed on the ground first so that a heel-toe roll action takes place. The take-off foot forms an angle of 20-40° with the cross bar. Lean your body away from the cross bar, with your free leg driving strongly upwards. Your arms are stretched upwards with your head held upright. The inner shoulder is high, your back is straight, and your take-off leg and foot are straightened, (see figure 10).

The takeoff and the last three steps of the approach are illustrated in figure 11.



Figure 10: Illustration of the body's position at takeoff. Sources: www.insider.com; www.timesbulletin.com

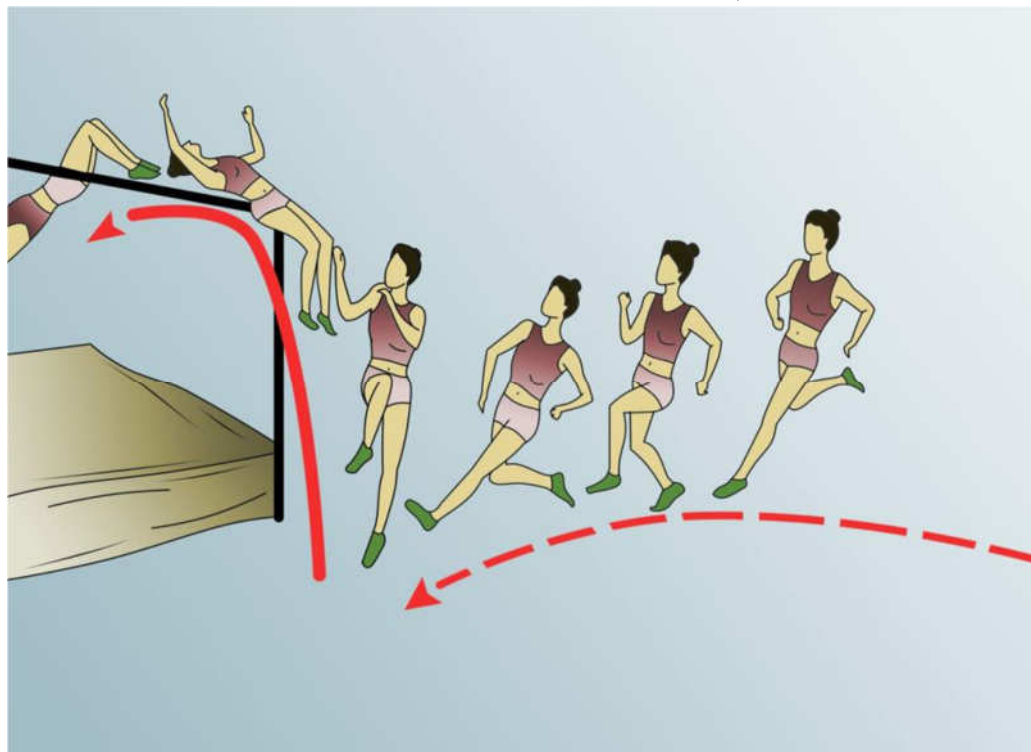


Figure 11: Illustration of the last three steps of the approach and the takeoff. Source: www.tutorialspoint.com.

The distance between the takeoff foot and the bar may vary depending on the style of jump and/or height of the bar. For instance, in the straddle technique, the takeoff foot is planted in the same spot regardless of the height of the bar. Whereas, in the Fosbury flop-style you must adjust your approach run as the bar is raised so that your takeoff spot is slightly farther away or out from the bar.

If you are attempting to reach record heights but direct most of your energy directed into the vertical effort, you are likely to fail and knock the bar off the standards with the backs of your legs as they stall. Therefore, drills can be practiced to solidify the approach. One drill is to run in a straight line and then run two to three circles spiraling into one another. Another drill is to run or skip a circle of any size two to three times in a row. It is important to leap upwards without first leaning into the bar, allowing the momentum of the J approach to carry your body across the bar.

3.2.3 Clearance

Bar clearance is the third phase of a high jump technique. Figures 12 and 13 illustrate the sequence of the bar clearance in high jump.

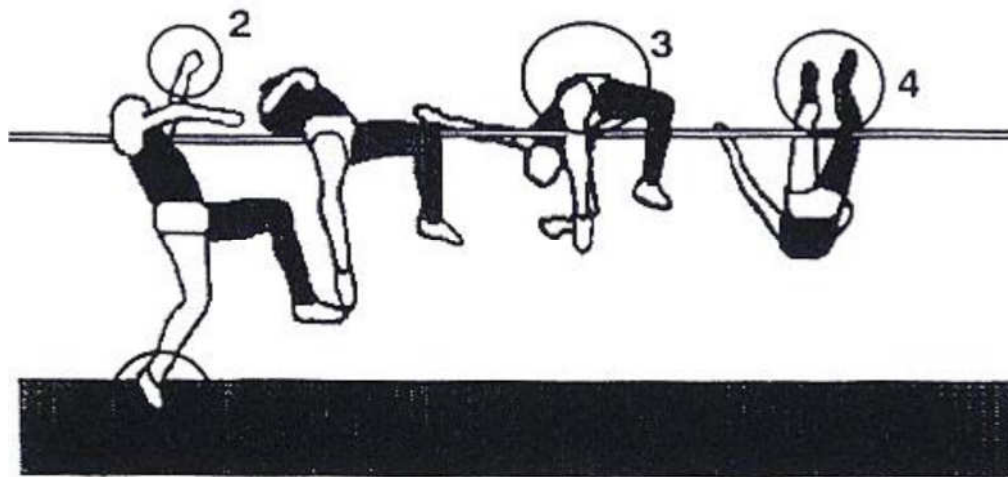


Figure 12: Illustrated bar clearance.

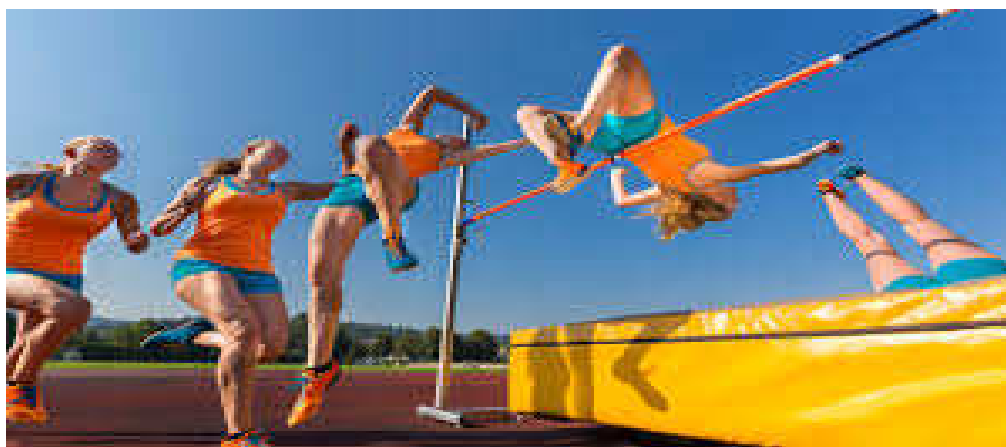


Figure 13: Live image of bar clearance in high jump. Source: www.xsportnet.com

Now you have done the take-off, continue to keep the thigh of your free leg in a horizontal position. Your take-off leg continues to be extended as shown in figure 12(1). Move your left arm as leading arm first over the bar followed by your head and shoulders. Can you see that in figure 12? Yes! It is illustrated in figure 12(2). Point your elbow towards the bar to prevent the arm from bending prematurely. Can you observe that in image in figure 13? At this stage, the take-off leg now starts bending and is brought in line with, but apart from the other knee. The arms are above your body so that they do not touch the cross bar. In alternative, the arms can be at the side of your body.

The hips are major culprits in touching the cross bar during clearance. So, you must lift your hips while clearing the bar as shown in figure 12(3). You can achieve this hip lift by: 1- dipping your head and shoulders behind the cross bar, and 2- forcing your arms toward your body and down. If you turn your head to any of the sides, your shoulders will drop. So, your head must not turn to any of the sides. Move your leg to follow your body in a curve. If you lift the hip and the bar is cleared, draw the

head toward your chest and extend your knees to lift your heels up above the bar. This is illustrated in figure 12(4). Now you have cleared the bar, the next thing is landing.

3.2.4 Landing

This is the last phase of the high jump technique. In this phase, you are to keep your chin pressed to your chest. You land on the whole back, supported by the arms. As you land, keep your knees apart. The momentum of the fall will make you roll backwards until you land in the hand-knee position facing the crossbar. Click on the following link to watch landing in high jump- <https://www.youtube.com/watch?v=BfZ3Z6fC9sE>. Figure 14 is an illustration of a high jump landing.

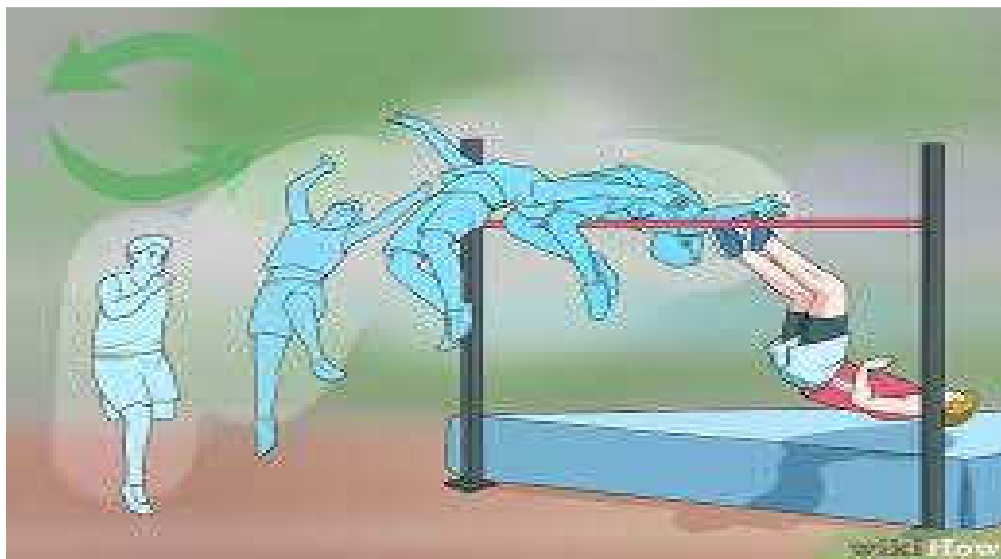


Figure 14: An illustration of landing in high jump. Source: www.wikihow.com

SELF-ASSESSMENT EXERCISES

- i. The diameter of the crossbar is between -----.
- ii. The two upright poles are ----- apart.

4.0 CONCLUSION

High jump materials can easily be observed or identified. The runway for the approach is the facility. The equipment include the crossbar, uprights and landing mat. For a good jumping experience, a good shoe is needed. Such a shoe has four spikes on the heel. You also need to master the four phases of the technique which are - (1) approach, (2) takeoff, (3) clearance and (4) landing.

5.0 SUMMARY

In summary, you have learnt that the materials like crossbar and uprights can be made of wood or metal, but must be rigid enough to stand. This unit taught you the type of shoes you need for high jump. It also taught you the approach, takeoff, clearance and landing as the phases of a high jump technique. The approach has 10 strides; the first five strides are run straight, the last five in a curve. This gives the approach a J shape.

6.0 TUTOR-MARKED ASSIGNMENT

1. The high jump technique has the following phases except
2. How many steps are run straight in the high jump J approach?

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

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<https://www.sports247.ng>

<http://www.greatestsportingnation.com/content/high-jump-history>

UNIT 3 STYLES OF HIGH JUMP

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Styles of High Jump
 - 3.1.1 Scissors
 - 3.1.2 Fosbury Flop
 - 3.1.3 Straddle
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Having the right materials and techniques are very important for a good performance in high jump. In Unit 2, you learnt about the materials and the phases of high jump technique. In this Unit, you will learn some high jump styles that benefit from the phases of the high jump technique. You will also learn how these styles developed.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention three jump styles in high jump.
- Discuss the scissors style of the high jump.
- Demonstrate Fosbury flop style of high jump.
- Highlight the differences in the three styles of high jump.

3.0 MAIN CONTENT

3.1 High Jump Styles

There are many styles of high jump that have been used by experts to win medals in various championships. Some of these styles are now more frequently used by jumpers who see them to be easy to learn and can help them make a better higher jump. Figure 15 shows you these styles and their year records.

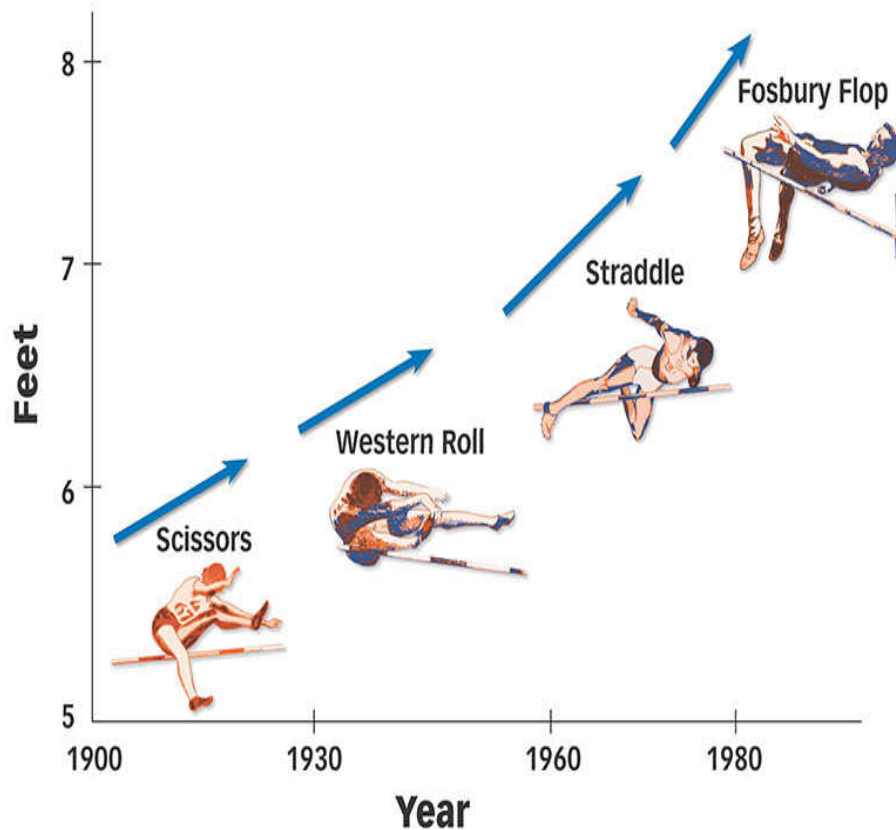


Figure 15: Some Popular High Jump Styles and their Year Records.
Source: www.williepietersen.com

You can see that in early 1900s, the scissors style was used by jumpers to make good jumps. From 1930, the western roll became popular in high jump championships and continued until about 1960s when the straddle style came and lifted the height jumped in competitions. In 1968, Dick Fosbury came with the style called Fosbury flop. Since the 1980s, the Fosbury flop has been very popular among jumpers.

3.1.1 Scissors

It is a very simple and natural method, and easy to learn by the novice. It allows considerable use of the free leg and both arms, gets the body efficiently aligned over the take-off foot, but is very inefficient at layout. Figure 16 illustrates the scissors style move. Can you see the legs, (the takeoff and the free legs) move like scissors? In figure 16, the movement is from left to right.



Figure 16: An illustration of Scissors Style of High Jump. Source: www.wikihow.com

The scissors style of high jump is performed in between the normal approach and layouts. It is nothing but a transitional drill, which includes the combination of both normal approach and take-off. In this style, you stand on your lead feet after clearing the bar. The illustrative diagram in figures 17 and 18 are for clear understanding of this style. In this type of approach, the jumper just attacks the bar. You need not to worry about the technical aspect of the jump. Take-off positions related to vertical sections are clearly emphasized here. With regular practice, you can achieve mastery over that particular level of height you are interested in. You can further increase the level of the bar.



Figure 17: An Illustration of the action of the lead leg in Scissors Style. Source: www.wikihow.com



Figure 18: Illustration of further action of the lead leg in Scissors Style.
Source: www.wikihow.com

The takeoff leg is in the red ring as shown in figure 17. The free leg leads the clearance as it moves up over the crossbar. In figure 18, which leg is making the landing? It is the lead leg with the takeoff leg crossing over the bar.

3.1.2 Straddle

The straddle was the dominant style in the high jump before the development of the Fosbury Flop in the late 1960s. It is a successor of the Western roll and shares great similarities with it. Hence, it is sometimes confused with Western roll. The straddle style of high jump appears to be the greatest advances in the development of high jump. In this method momentum and strength highly emphasized. This greater strength needed makes the straddle seem highly unsuitable for the beginners because humans naturally lack the level of strength it requires. In the Straddle style, you approach the bar unlike you would when performing the Scissors or even the Fosbury flop, where you approach the bar so as to take off from the outer foot. In the straddle you approach the bar from the opposite side, so as to take off from the inner foot. This is where the straddle appears to be like the western roll, which brings about the confusion mentioned earlier. However, note that in the western roll your side or back faces the bar. Whereas, in the straddle you cross the bar face down, with legs straddling it, (see figure 19). This clearance position confers to the straddle style a greater mechanical advantage over the western roll. This is because it is very possible to clear a bar that is higher relative to your center of mass.



Figure 19: Straddle Style of High Jump. Source: www.carloselopez.com

3.1.3 Fosbury Flop

In the 1968 Mexico City Olympics, sprints and jumps were on stage. In the event, Dick Fosbury of the United States gathered attention for his medal performance in high jump. He took off in the high jump with his back to the bar and landed on his back, benefiting from the mat, (see figures 20 and 21).

Although there are claims that other jumpers have been using this style as far back as the early 60's, it was not until he used it that it was given the name, the Fosbury Flop, which is linked to his name. It is a very simple and fairly natural method. It allows all the benefits of the scissors take-off but a bend free leg is used instead, to allow for a fast, dynamic take-off. Speed and elasticity are very important in this style of high jump. A general suggestion is that the novice or beginners should start with the Fosbury Flop method. Once they have gained enough strength, they may choose to change to the Straddle style.

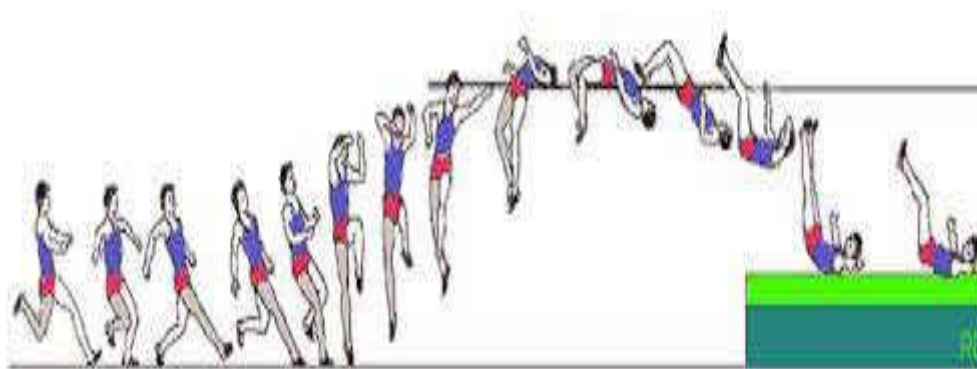


Figure 20: A Sequential Illustration of the Fosbury Flop Style of High Jump. Source: www.invention.si.edu



Figure 21: Dick Fosbury and his Fosbury flop style. Source: www.en.wikipedia.org

Dick Fosbury invented this Fosbury Flop technique and won an Olympic gold medal in 1968. The style involves the following three easy to learn stages:

Stage One: This first stage involves starting with 8-10 strides away from the crossbar. Run these strides in a curve with controlled speed towards the crossbar. Remember the J approach in Unit 2? Lean your torso into the curve, the opposite side to the barrier. Then keep your shoulder closer the bar as high as possible.

Stage Two: At this second stage, you are ready to jump at approximately one metre past the first post and an arm's length away from the mat. Plant your takeoff foot down. Which foot is the takeoff foot? It is the foot further away from the side to crossbar. As you plant your takeoff foot, drive your lead leg and arms upwards and shoulders high as shown in figure 20.

Stage Three: In the third stage, you are already in the air. Keep driving upwards and with your lead knee across the body to get shoulders parallel with the bar. Make it your aim to cross the bar in the middle and bring your arms forward and back into the body. As you cross your hips cross over the crossbar, lift your feet upwards and high over the bar. Finally, maintain balance and land safely into the mat.

SELF-ASSESSMENT EXERCISES

- i. The following are styles of high jump except-----.
- ii. The two styles that have dominated championships from the 1980s are -----.

4.0 CONCLUSION

Many styles of high jump have dominated championships at different periods of high jump development. It started with the scissors in the 1900s, to western roll in the 1930s, then the straddle and finally the Fosbury flop from the late 1960s. The straddle and the Fosbury flop have continued to dominate championships in the 1980s. Beginners favour Fosbury flop because it is easy to learn and the strength demand at the beginning is not as high as that required by straddle.

5.0 SUMMARY

In this Unit, you have learnt that there are many styles in high jump. The greatest advancements in high jump are in the styles. You also learnt that Dick Fosbury of the United State developed the most popular style of high jump among jumpers called Fosbury flop. The Unit further taught you the three stages followed by Fosbury in his Fosbury flop.

6.0 TUTOR-MARKED ASSIGNMENT

1. The takeoff for Fosbury flop is done with the foot-----.
2. The similarity between straddle and western roll styles of high jump is in the-

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

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UNIT 4 RULES AND OFFICIATING OF HIGH JUMP

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Rules of High Jump
 - 3.1.1 World Athletics Rules
 - 3.1.2 Fouls
 - 3.1.3 Tie Breaking
 - 3.2 Officials of High Jump
 - 3.2.1 Chief Judge
 - 3.2.2 Other Officials
 - 3.3 Officiating of High Jump
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Having the right materials and techniques are very important for a good performance in high jump. However, the materials and techniques are guided by a set of rules. In Unit 3, you learnt about the styles of high jump. In this Unit, you will learn high jump rules that guide the performance of the high jump technique. You will also learn the responsibilities of the officials of high jump.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention three rules of high jump.
- Discuss the tie in high jump.
- Demonstrate tie breaking in high jump.
- Highlight the major functions of three officials of high jump.

3.0 MAIN CONTENT

3.1 Rules of High Jump

The rules set for the high jump by World Athletics (previously named the International Association of Athletic Federation (IAAF) are Technical Rules TR26 and TR27 (previously Rules 181 and 182).

3.1.1 The World Athletics Rules

The World Athletics rules of high jump provide for the following to guide the sports of high jump:

Jumpers must takeoff from one foot. As a jump, you are considered a failure if you dislodge the bar, touch the ground, or break the plane of the near edge of the bar before clearance. Your takeoff must therefore, be made with one foot only. If you dislodge the bar or break the plane near the edge of the bar before clearing, it will not be counted as a successful jump for you.

Jumping height is decided by the Chief Judge, an official that will be discussed in detail. You may begin jumping at any height announced by the Chief Judge, or may pass at your own discretion. Note that most competitions stipulate that three consecutive missed jumps, at any height or combination of heights, will eliminate the jumper from contention. So, watch out for this rule. This is because if you fail to jump the required height in three consecutive attempts then you will be disqualified from the competition. It's clear you do not want that to happen to you.

Every jumper is allowed a maximum of three trials at any one height. All of the competitor's body must go over the bar. A jumper is eliminated when he has had three consecutive unsuccessful trials at the one height at which the trials were attempted. A jumper may use all his three trials or may elect to pass a height and take the remaining trial or trials at a subsequent height. However, the decision to pass a trial must be communicated to the chief judge before the clock is started.

The winner in high jump is the jumper who clears the greatest height during the final. So, during the final match, if you clear bar with the highest height, you are declared a winner. There are situations where there will be no outright winner, because more than one person cleared the highest height during the finals. This situation is called, tie.

3.1.2 Tie Breaking

When tie occurs, there will be tie breaking. This means taking steps to decide which jumper will be declared as the winner. The following steps are involved:

1. The jumper with the lowest number of jumps at the height at which the tie occurs is the winner.
2. If the tie still remains, the jumper with the lowest total of failures throughout the competition, up to and including the last height cleared wins the competition.

3. If the tie still remains and it concerns any other than the first place, it will remain a tie. If it concerns first place, the jumpers tying are given one more jump, called jump – off, at the lowest height at which any of those involved in the tie failed, and if no decision is then reached, the bar is lowered or raised 2 cm. The athletes' then attempt one jump at each height until the tie is decided. Competitors so tying must jump on each occasion, when deciding the tie. No jumper can choose to miss any jump. Doing so might mean conceding the first position.

3.1.3 Fouls

What constitutes a foul in high jump? As a game guided by rules, certain actions of yours that are seen as fouls. Such actions include:

1. When you takeoff on two feet;
2. When you fail to initiate a trial carried to completion within 1 minute after being called for it, unless you are excused to participate in another event;
3. When you displace the crossbar;
4. When you contact the standard and displace the crossbar or steady the bar after clearing the bar;
5. When you touch the ground or landing area beyond the plane of crossbar without clearing bar, and
6. When your total body fails to go over the crossbar.

3.2 Officiating of High Jump

High jump competition has a minimum number of officials required to run it. The minimum is usually four (4) officials and are called Chief Judge, Official One, Two and Three. These officials ensure the smooth running of the competition by enforcing the rules and maintaining safety in the playing area.

3.2.1. Chief Judge

The chief judge is the head official. He/she allocates other officials to their various positions. He supervises the preparation of the playing area regarding safety, equipment and defines the competition area. It is his responsibility to ensure that the facility complies with the rules of the game and competition. His job starts before the competition begins, when he provides an outline of the rules of the game to the jumpers and defines the playing area. He determines the starting height of the bar and advises the athletes. Table 3 shows the starting heights for male and female jumpers.

Table 3: High Jump Starting Heights

Male		Female	
Junior	1.45 M	Junior	1.10 M
Senior	1.30 M	Senior	1.15 M

The chief judge rules on the validity of the trial and indicates a fair jump with a white flag and a foul jump with a red flag (though flags are optional). See the flags in figure 22. For a foul jump, he informs the athlete why his jump was a foul jump. At the beginning of the competition, he measures the crossbar and announces the new height to the jumpers as the bar is raised.



Figure 22: High jump flags (Red and White) used by the chief judge.
Source: www.everythingtrackandfield.com

3.2.2 Other Officials

There are other high jump officials designated official one, two and three. Officials one and two stand well away from the uprights during trials to avoid distracting the competitors but in line with the plane of the uprights. They replace the bar when there is need such replacement. Official three calls up the competitors and record the results. All attempts must be recorded. There are some codes he uses while recording the results. Such codes are; “O”, “X” and “-“. This codes are used as follows when recording the jumps;

1. A clear jump shall be indicated as a “O”
2. A failure shall be indicated as a “X”
3. A jump not taken (pass) shall be indicated as a “-“. The image in figure 23 shows the use of these codes in recording jumps during a competition.

Height	1-70	1-75	1-79	1-82	1-85	1-87	1-89	1-91
Wainane, Yuki	0	X	X	X				
Evans, Elizabeth	0	0	0	X	X			
Mc Dermott, Nicola	X	X	X					
Johnson, Eleanor	0	0	0	X	0	X	X	X

Figure 23: A sample of a high jump record sheet use by the official three.

The official three also repeats the measurement called by the Chief Judge to ensure the measurement recorded is correct. He times the trial and indicates with a yellow flag when the last fifteen (15) seconds of the allowed one (1) minute trial or longer, in accordance with the rules of competition and remain for that trial.

3.2.3 High Jump Tournaments

There are many tournaments organized by the World Athletics and its allied regions, countries and associations. Every participating country has her governing body that organizes the game successfully throughout the calendar. Some important tournaments in high jump are: Summer Olympics; World Championship; World Indoor championship; Continental Championship; Continental indoor championship; Commonwealth games; Universidad and Mediterranean. There is also NUGA for Universities in Nigeria.

SELF-ASSESSMENT EXERCISES

- i. The high jump trial is usually ----- long.
- ii. The winner in high jump is the jumper -----.

4.0 CONCLUSION

Every sport is guided by a set of rules. High jump is not an exception. It has well thought out rules that guide every aspect of the game at any given situation. Every championship is organized in line with the rules set by the World Athletics. Actions against the rules constitute what is called foul. Fouls can lead to the disqualification of a jumper during competition.

5.0 SUMMARY

In this Unit, you have learnt that there are rules that guide high jump. These rules enable jumpers to compete on a fair environment, their classifications granted. You learnt that when jumpers tie, the tie must be broken following some steps for a winner to emerge. You also learnt that the chief judge and other three officials enforce the rules of high jump during championship. The Unit further taught you the actions that constitute foul in high jump.

6.0 TUTOR-MARKED ASSIGNMENT

1. The official who decides the starting height is the -----.
2. A foul is committed when a jumper -

7.0 REFERENCES/FURTHER READING

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MODULE 2 SKILLS AND TECHNIQUES IN HURDLES

INTRODUCTION

Athletics has track and field events. Track events are running event Hurdle is one of the track events. From sprint races through the marathon and beyond, running is one the most elemental and instinctive of human movements. The musculoskeletal structure has evolved to permit power and efficiency in the body as it runs forward or backward. Running as fast as is possible, at any distance, is a demanding athletic goal. Running the hurdles is the most difficult and the most technically challenging form of running because it involves both the athletic ability to generate muscle power and the science of integrating the speed of maximum forward movement with the efficient grace necessary to clear the hurdles. Yet, hurdle is an exciting track event. The technical component of hurdling is clearly much greater than in sprinting, yet the concept of the hurdles race must be one of a sprint, with adjustment for each hurdle. The hurdles are vertical obstacles that you must overcome and this differentiates the hurdle from the sprint. You may have also, performed this type of jump knowingly or unknowingly before now. The stride pattern for sprint hurdling is an 8 stride pattern to the first hurdle followed by a 3 stride pattern between the hurdles Your performance in hurdle will depend on your ability run fast. So, speed, agility, leg power and strength are qualities you must develop for a good hurdle race. This module will help you to learn the techniques in hurdle and how to execute them. The units under this module are:

- Unit 1 Historical Development of Hurdles
- Unit 2 Nature of Hurdles
- Unit 3 Rules Guiding Hurdles

UNIT 1 HISTORICAL DEVELOPMENT OF HURDLES

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 History of Hurdle
 - 3.2 Major Development in Hurdling
 - 3.3 Hurdling Champions
- 4.0 Conclusion
- 5.0 Summary
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1.0 INTRODUCTION

The hurdle is one of the track athletic events. It is one of the activities that man has for centuries, used for survival. So, its history predates modern athletic organization. This unit will take you through the history of hurdle from the time it became an organized and documented event. The unit will also introduce you to the developments that have taken place in hurdle over the years.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Narrate the history of hurdling race.
- Discuss the major development in hurdling.
- Mention the five notable champions in hurdling.

3.0 MAIN CONTENT

3.1 History of Hurdling

Hurdling is an ancient sport that was given prominence through its inclusion in the first modern Olympics in 1896. Hurdle was first invented around 1830, when the race was 91 meters long, and the hurdles were large wooden barriers. In 1888, the race length was extended to 110 m long. Previously to 1896, the large wooden barriers were replaced with lighter hurdles, which would fall over when they were knocked or hit. In 1896, the 110 m hurdle race became an official Olympic race. In 1900, the 400 m hurdle race was introduced to the Olympics as well. Before 1926, all hurdles had been run by men, however, in 1926, women ran their first hurdle race, with a distance of 80 meters. In 1932, women's hurdle was considered an Olympic sport. In 1969, the distance was extended by 20 meters, from 80 meters to 100 meters. This became the standard length, accepted by the Olympic Committee in 1972. In 1984, 400 meter women's hurdle was introduced.

3.2 Major Development in Hurdling

When the sport was started, the hurdles were more of barriers than the ones currently in use. Runners could not run through the hurdles and knock them over because of their weight. Instead, the stationary, heavy hurdles were more likely to knock over the runner. The old T-shaped hurdle is shown in figure 24.

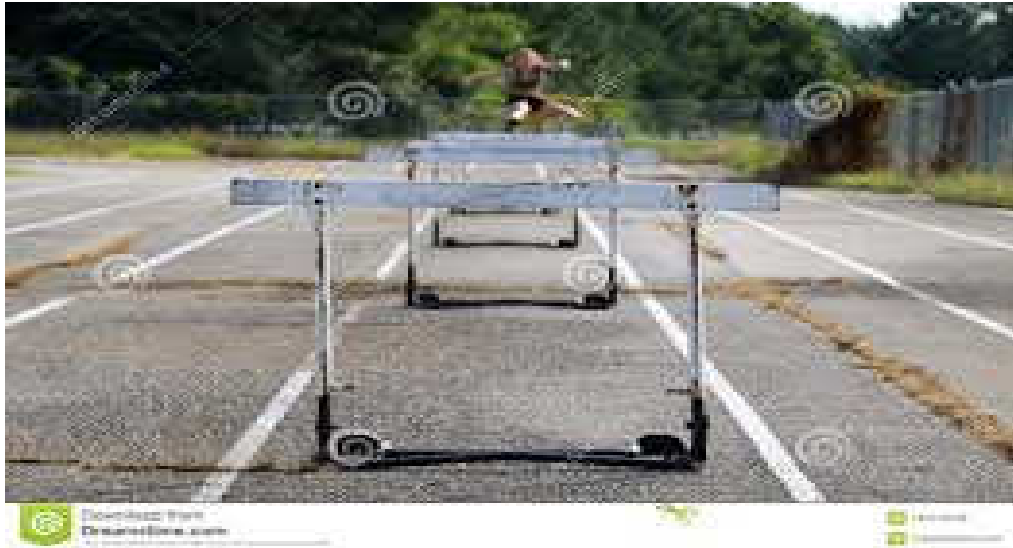


Figure 24: The earlier T-shaped hurdles. Source: www.dreamstime.com

The early hurdle techniques were very primitive. The then runners executed bundled jumps by tucking their legs under their bodies. With the passage of time and technological development, lighter hurdles were developed and introduced. A runner will be disqualified if he knocked over more than three hurdles. This remained the rule until 1935 when the L-shaped hurdle was introduced. Then, gliding over hurdles became the technique and remained even when the synthetic running tracks became the standard in the 1960s. The L-shaped hurdle is shown in figure 25.



Figure 25: The L-shaped hurdles. Source: www.trackinfo.org

3.3 Hurdling Champions

Many men women have made significant contribution in the development of hurdles. Some of these men and women are presented as champions of hurdles which is what they are. The male category started with Alvin Kraenzlein, of American who created the modern technique of striding instead of the usual jumping over hurdles while taking three steps between barriers in the 110 m hurdles. In the 1948 and 1952 London and Helsinki Olympics, another champion emerged in the person of Harrison Dillard. He established an unprecedented record by winning gold medal in the 100 m dash and 110 m hurdles. He was also an American. Other male champions are Edwin Moses who is considered the best long distance, (400 m hurdle) hurdler in history. In the 400 m hurdles, he won consecutive races between 1977 and 1987. Kevin Young was the world record holder in the 400 m hurdles as at 2014.

There are many female champions of hurdles. The first 80 m hurdle for women at the 1932 Olympic games was won by Babe Didrikson Zaharias in world record time. She was later voted the best woman athlete in the world from 1900 to 1950. When the 400 m hurdles for women was introduced in Olympics in 1984, an African named Nawal El Montawake won the gold medal. A British, Sally Gunnel, is another hurdle champion. In 1992, she became the only woman to simultaneously hold the Olympic, World, European and British Commonwealth championships in a single event. A Russian, named Yulina Pechonkina, is holding the world record for women in the 400 m hurdles at 52.32 seconds. American Sydney McLaughlin is the first female athlete to break 13 seconds at 100m hurdles, 23 seconds for 200m hurdles and 53 seconds at 400m hurdles. There is also the African hurdles queen, Tobi Amosun of Nigeria. Follow this youtube link to watch Tobi Amosun in Lagos-
<https://www.youtube.com/watch?v=-FQVgiWEGpU>. Tobi Amusan set a new African record in the 100m hurdles event after storming to a winning time of 12.42 seconds in the Diamond League final meet held in Zurich. Her winning time erases Glory Alozie's (another Nigerian) previous feat of 12.44 seconds set in 1999 and also saw her become the first Nigerian to ever win a Diamond League title. Figure 26 shows Tobi Amosun in a hurdle action.



Figure 26: Tobi Amosun in a hurdle race at the Tokyo 2020 Olympics held in 2021.

SELF-ASSESSMENT EXERCISES

- i. The hurdle started with ----- long.
- ii. Hurdle made first Olympic appearance in the year -----.

4.0 CONCLUSION

Every sport has a beginning. Hurdle is a game that started before the birth of modern Olympics in 1896. It started with men like many other sports. In 1929, women started participating in it, but with a distance of 80 meters. Women and men now participate in hurdles.

5.0 SUMMARY

In this unit, you have learnt the history of hurdles. Generally, hurdle requires that you clear the barrier. This unit also taught you that hurdle has passed through various stages of development. These rich history and developments will help you to appreciate the men and women who have sustained the growth of hurdles.

6.0 TUTOR-MARKED ASSIGNMENT

1. Women ran their first hurdle race in the year -----.
2. The Nigerian hurdle queen in 2021 is-----

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

Eze, F. I. (2003). *Swimming and Athletics: An Introduction*. Abuja: El Dorado Concepts Communications.

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<https://www.sports247.ng>

UNIT 2 NATURE OF HURDLES

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- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
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 - 3.2 Hurdles Techniques
 - 3.2.1 Start
 - 3.2.2 Approach Run and Take off
 - 3.2.3 Clearance
 - 3.2.4 Landing and Running between the Hurdles
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
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1.0 INTRODUCTION

The hurdle is an athletic track event in which competitors must run and jump over certain numbers of barriers. The essence of hurdling events is to generate as much speed as possible over the race distance, while clearing the prescribed number of equally spaced barriers of a specific height. As a result, the number of strides taken during a race is largely predetermined, as is their length. The athletes center of gravity usually is kept as close as possible to its normal sprinting path while crossing the hurdles in order to minimize the length of time in the air. The concept of rhythm is of utmost importance in your preparation for hurdles. Rhythm means a regular pattern of movement rehearsed to be as efficient as possible throughout the race. Previous unit taught the history and developments in hurdles. It also introduced the both male and female hurdle champions to you. This unit will present the materials that are used in hurdles to you. It will also teach you the techniques involved in hurdles. This unit has enough information to let you go further to practice and perform hurdles. Follow these links to watch hurdle races: -
<https://www.youtube.com/watch?v=YHWodbX2f6g>;
[www.https://www.youtube.com/watch?v=-FQVgiWEGpU](https://www.youtube.com/watch?v=-FQVgiWEGpU);
<https://www.youtube.com/watch?v=70gu114NrkQ>

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention the dimensions of a hurdle stand.
- Demonstrate a hurdle start.
- Discuss the approach in hurdle.
- Demonstrate a hurdle clearance skill.

3.0 MAIN CONTENT

3.1 Hurdle Stand

The hurdle stands are normally 68–107 cm in height, depending on the age and sex of the hurdler, (Jarver, 2004). Hurdle events from 50 to 110 meters are technically known as high hurdles races, while longer hurdle events like 200 and 400 meters are low hurdles races. Remember, the hurdles events are forms of sprinting events. However, the 400 meter hurdle is less anaerobic in nature and demands athletic qualities similar to the 800 meters flat track race. Figure 27 shows a standard hurdle stand.

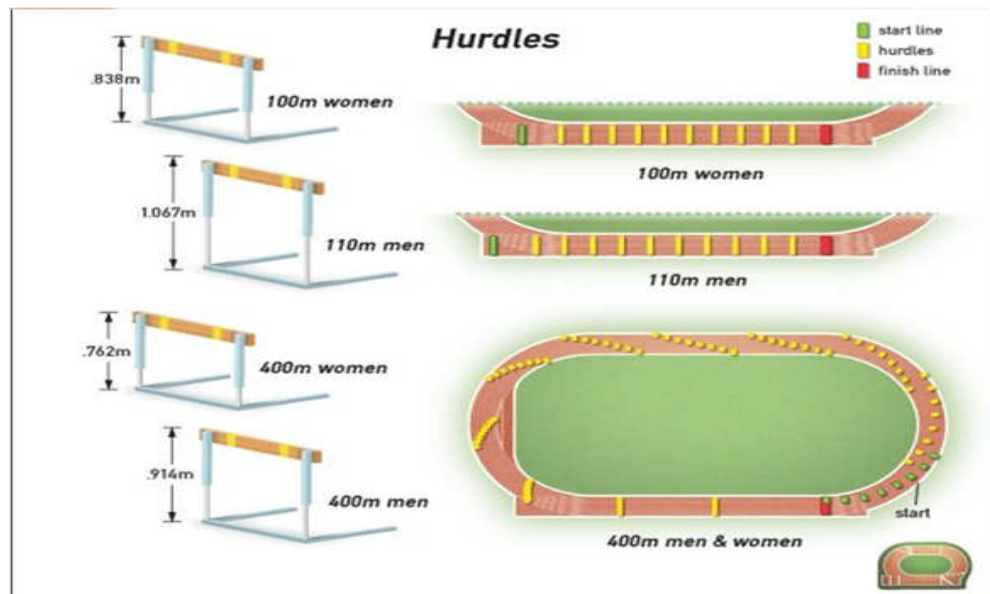


Figure 27: An image of a standard hurdle stands. Source: www.byteacherbella.blogspot.com

For most standard hurdles competitions, there are some hurdle heights that are popular. The highest is 106.7 cm and it is used for men's sprint hurdle races like 60 m, and 110 m, (Remember that these are the high hurdles). There is also the 83.8 cm, which is called the women's high hurdles used for women's short hurdle races. The other popular height is 91.44 cm, (sometimes called intermediate) and it is used for men's 400 m

hurdle races (low hurdle race). The lowest height is 76.2 cm used for women's long hurdles and many youth hurdle races.

In high hurdle races for men, regardless of the length of the race, the first hurdle is 13.72 m from the starting line and the distance between hurdles is 9.14 m. The last hurdle is 14.02 m away from the finish line, (see figure 28). In sprint hurdle races for women, the first hurdle is 13 m from the starting line and the distance between hurdles is 8.5 m. The last hurdle is 10.50 m from the finish line, (see figure 29).



Figure 28: High hurdle placing for men. Source: www.youtube.com.



Figure 29: High hurdle Placing for women. Source: www.youtube.com

In long or low hurdle events, whether for men or women, the first hurdle is 45 m from the starting line and the distance between hurdles is 35 m. The last hurdle is 40 m away from the finish line, as shown in figure 30. Figure 31 shows the placing of the hurdles in the low hurdle races. Most races which are shorter than the standard distance (such as indoor races) are simply run over fewer hurdles but use the same distances from the starting line. There are variations on hurdle height and spacing for the age groups of athletes competing. Click on this link to watch a youtube video on placement of 110 m hurdle stands - <https://www.youtube.com/watch?v=6mVx7DkJOH8>

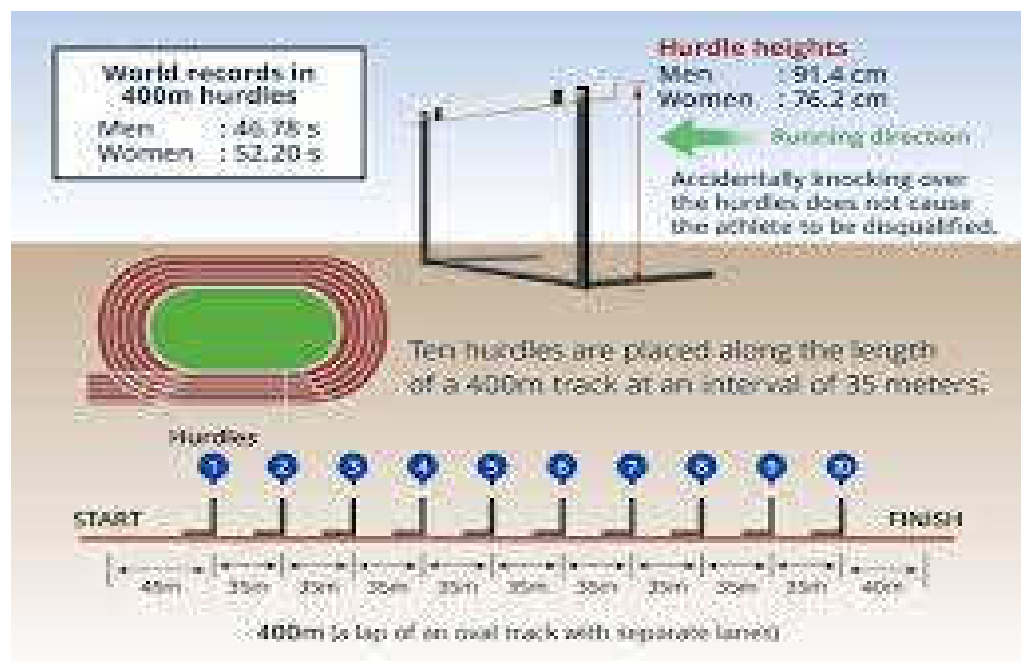


Figure 30: Placing of hurdles in 400 m race. Source: www.tdk.com



Figure 31: Placement of hurdles in the low hurdle race. Source: www.istockphoto.com

3.2 Hurdling Technique

High hurdle is regarded as a sprinting event. It is required from the hurdler to run faultlessly over a set of equally spaced hurdles as fast as possible. If you execute the high hurdles race well, there should be no more than 1.5 - 2 seconds difference between the time of the flat sprint and the hurdle sprint. However, whether high or low hurdle, the following are the components of hurdling technique: start; approach run; takeoff, clearance; landing; follow up stride and running between hurdles.

For you to obtain the optimal hurdling technique, you must first learn the proper running techniques. It is important that you stay on the balls of your feet for the entirety of the race. This makes a fluid movement between each stage of the race. There is a technique that is desirable to accomplish efficient hurdling action during a race. Many runners rely mainly on raw speed, but proper technique and well-planned steps leading up to and between each hurdle can allow an efficient hurdler to outrun faster opponents. Generally, the efficient hurdler spends the minimum amount of time and energy going vertically over the hurdle, thus achieving maximum speed in the horizontal race direction down the track.

3.2.1 Hurdle Start

This is a very critical phase of hurdling. Most high hurdle races are won or lost during this phase. So, you must practice the start regularly, especially prior to the championship. The start of the hurdler is the same as for the sprinter. It starts from a starting block, (see figure 32). The distance from start to the first hurdle is normally covered in 7-8 strides or steps. The measurement starts from the starting line. For the lead leg to pass first over the hurdle, the lead leg must be on the back block of the starting blocks for the 7-stride approach. What is the lead leg? The lead leg is the leg that goes over the hurdle first, and the leg that follows is the trail leg. The lead leg must be on the front block, for the 8-stride approach. Acceleration to the first hurdle can only be obtained by stride frequency and not stride length. If one stride less is used in the approach run, it can cause over-striding which can lead to a braking effect on the foot placement. The stride length before the first hurdle progressively lengthens until the second last stride before take-off. The hurdler reaches normal upright running action after 4-5 strides after the start. The sprinter on the other hand reaches normal upright running action after 15 - 20 strides. So, if you follow the pattern of a sprinter, you are likely to lose the competition. The last stride before take-off is usually shorter than the previous one.



Figure 32: Starting block showing the front and back blocks. Source: www.sportsrec.com

3.2.2 Hurdle Takeoff

In the last stride before take-off, you must drive from your toes of the trailing leg, and keep your hips as high as possible, but in front of the feet. This will reduce your flight time over the hurdle. Remember, the faster your lead leg touches down after the hurdle, the sooner you can start to run again. Figure 33 illustrates a hurdle takeoff.



Figure 33: Hurdling takeoff. Source: www.nicert.nic.in

Lifting the lead leg while driving into the hurdle is very important at this stage. Your focus should be on lifting the thigh-knee combination, not leg-foot combination, (figure 33). When concentrating on lifting the thigh-knee, you will drive forward rather than upwards. The lead leg action begins with a high knee action with the foot pointing upwards or cocked or dorsiflexed. The foot of the leading leg is cocked, to allow faster up and down movement of the leg. The cocked foot will keep the lead leg flexed. A flexed leg is shorter than a straight leg and therefore easier to bring down than a straight leg. Do not allow the leading foot to get in front of the attacking knee too early. If this happens, it will cause the hips to drop, leading to a longer time in the air because the hips go up

rather than forward. As you lift the lead leg and extended towards the hurdle, the lead arm (the arm opposite to the lead leg is called opposite arm) is brought forward slightly flexed in front of the chest, (see figure 33).

3.2.3 Hurdle Clearance

At this phase of hurdling, you must attack the hurdle and aim to clear it, by approximately 17-18 cm, as quickly and efficiently as possible. Raise your centre of gravity only a little more than in a normal sprint action. A larger fraction of the stride over the hurdle takes place before the hurdle and a small fraction after the hurdle. Figure 34 shows the hurdle clearance.

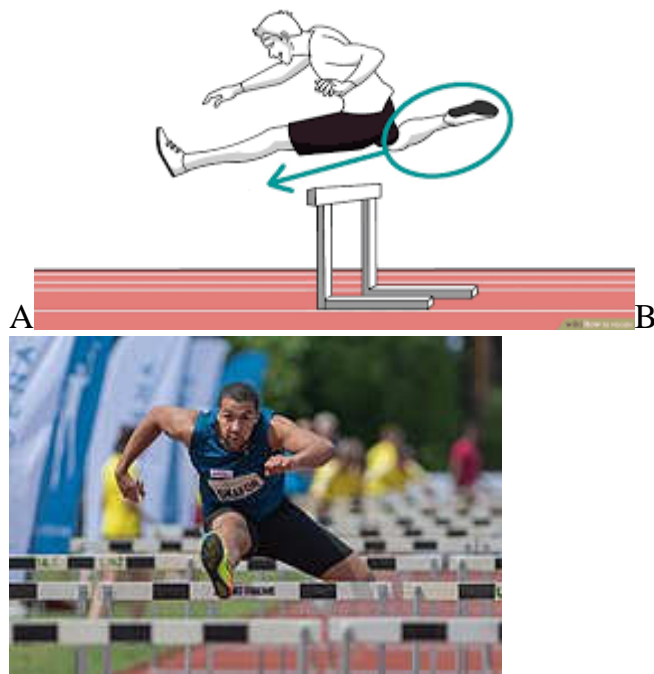


Figure 34: A. Illustration of hurdle clearance. Source: www.wikihow.com. B. Leon Okafor of Austria clearing a hurdle at a 2018 event in Linz.

When your knee has reached maximum height in the drive into the hurdle, the lower leg is thrust towards the hurdle and immediately pulled down and backwards under the body. The trail leg starts driving over the hurdle. The foot of the trail leg must be flexed and point sideways to avoid it from hitting the hurdle, (figure 34A). The higher the hurdle, the more your trunk will bend forward to stop the hips from lifting too high. In the lower hurdles, your trunk will remain upright, if you are tall enough. There is no need for your trunk to bend into the hurdle if you can stand straddled across the hurdle without touching the hurdle between the legs. Your lead arm must not be thrust forward violently as this can twist the upper body and cause you to lose balance. The arm and leg actions must synchronize.

This keeps the shoulders square, assists balance and maintains rhythm. It also counteracts the lateral rotation of the trunk. The trail arm moves in a short half circle around the hip, allowing it to enter into the sprinting phase upon landing, (figure 34B).

3.2.4 Landing and Running between Hurdles

After clearing the hurdle, your lead leg begins its descent with a strong downward push, exerted to enable the trailing leg's knee to come up under the armpit and in front of the chest. This enables you to recover some of the energy you expended in the flight. As the lead leg touches down to the ground, it is necessary that you remain in a sprint form. As soon as your lead leg touches down, the trail leg and arm drive the rest of your body forward.

In the high (100 and 110-meter) hurdle events, the fastest hurdlers use the three-step technique. This means that such hurdlers take three large steps in between all of the hurdles. In order for you to do this efficiently, you must adjust your sprinting technique to make it fit the gap. You will need a fast leg cadence (stride frequency) and a shorter stride length. You must also maintain your speed throughout the race. If you start slowing down while three-stepping, you are not likely to make it through all of the hurdles and may have to switch to a four-stepping or five-stepping technique. Out of the 3 strides between the hurdles, the second is the longest, the first is the second longest and the third is the shortest. If you use three- or five-stepping, you will use the same lead leg for all of the hurdles. On the other hand, if you use four steps, then, you will have to switch lead legs at each hurdle.

Having cleared the last hurdle, direct your attention towards the remaining distance to the finish line. It is important that you count your strides and dip on your last stride. The following points will help you improve your skills hurdling: (1) Start with lower hurdles and practice starts to the first hurdle. (2) When you are trying to learn three stride hurdling between hurdles, bring the hurdles closer. (3) You can do 4 strides when necessary. (4) As a learner, you can walk over hurdles to practice correct trail and lead legs. (5) You can practice walking your trail leg over the side of the hurdles. You can do this for both legs. (6) Do series of hurdle relays with the hurdles set at a distance that will encourage you to swap legs.

SELF-ASSESSMENT EXERCISES

- i. The hurdle height used in the men's high hurdles is -----
- ii. What technique is commonly used by high hurdles fastest athletes?

4.0 CONCLUSION

The hurdle is a track event that requires that you leap over a vertical obstacle called the hurdle. The hurdle has moved from heavy woods or metals to light materials. The initial 7 -8 strides to the first hurdle is crucial for a desired performance. This is because most high hurdle races, for example, are won or lost during this phase. When they are well executed, the takeoff, clearance and run between the hurdles will be easier. So, it is important that you practice those initial steps very well so as to get the rhythm.

5.0 SUMMARY

This Unit, has taught you that the materials used to produce the hurdle need not be too heavy. You can start your hurdle practice with lower hurdles and gradually progress to the standard height for your sex. You also learnt that the high hurdles have a sprint start from the starting block. The Unit further gave you the points you can follow to develop your hurdling skills.

6.0 TUTOR-MARKED ASSIGNMENT

1. The leg that goes over the hurdle first is the -----.
2. The hurdle height for men is----- cm

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

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<https://www.sports247.ng>

**UNIT 3 RULES AND SAFETY CONSIDERATIONS IN
HURDLES****CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
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 - 3.1 Rules in Hurdle
 - 3.2 Common Faults in Hurdle
 - 3.3 Safety Considerations in Hurdle
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- 5.0 Summary
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1.0 INTRODUCTION

The earlier hurdles were stationary and heavy. Instead of the athletes knocking them over, they are the ones that knocked over the athletes. To avoid this and injury, the athletes would jump over the barrier by tucking their legs under their bodies. The rule then was, if an athlete knocked over more than three hurdles, such athlete would be disqualified. A modern hurdle will fall over if a runner hits it. The rules have to be adjusted. This unit will introduce you to the World Athletics basic rules of hurdles. It will also expose you to some common faults to watch out for when working with beginners. The desire for effective and efficient game requires that certain safety considerations be made. So, this Unit will further teach you some safety considerations in hurdles.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- i. Mention three basic hurdle rules.
- ii. Demonstrate any three common faults in hurdle.
- iii. Discuss three safety concerns in hurdle.

3.0 MAIN CONTENT

3.1 Hurdle Rules

All the rules that are applicable to sprint race are also applicable to hurdle race. However, there are some basic rules in the game of hurdles that you need note specially. These rules give every athlete equal treatment and opportunity to be a champion. These basic rules are:

1. False start is an offence. It means starting before the signal of the starting pistol or whistle.
2. Each hurdle has to be placed on the track so that the feet of the hurdle shall be on the side of the approach by the athlete.
3. Athletes who are twelve years and above can wear spikes shoes.
4. As a track athletic event, hurdle races are run in lanes and all athletes in the race must stay in their respective lanes.
5. An athlete who knocks down hurdles unintentionally is not disqualified.
6. An athlete will only be disqualified if any of these conditions is met:
 - a. The athlete deliberately knocks down a hurdle with the hand or foot;
 - b. The athlete's trail or lead leg goes alongside of a hurdle;
 - c. The athlete jumps a hurdle not in his/her lane.
7. The athlete does not have both feet off the ground at some point in the hurdle. So, purposely or intentionally knocking over a hurdle, or trailing a leg outside and below the level of the top rail will definitely lead to disqualification. The coach and athlete have great responsibilities in the rules of hurdles. They must check if the following specifications are correct according to the rules before the race starts:
 - a. Event number and time must be clearly spelt out;
 - b. Establish whether it is male or female race. Under the rules of the World Athletics, which is the world governing body of track-and-field athletics, the standard hurdling distances for men are 110, 200, and 400 meters. For the Olympics, men's distances are 110 meters and 400 meters;
 - c. Ensure what the age group is;
 - d. The distances of the races must be well spelt out;
 - e. The height of the hurdles must well established;
 - f. Distance from start line to first hurdle need to be checked;
 - g. Distance between hurdles also has to be checked. For 110 m, the hurdles are 9.14 meters apart. The 400-metre race has over 10 intermediate hurdles (91.4 cm [36 inches] high) spaced 35 meters (38.3 yards) apart;

- h. Correct amount or number of hurdles established. The 110-meter race involves 10 high hurdles (1.067 meters high). The 400-meter hurdles are 18.29 meters away from each other, and
- i. Distances from the last hurdle to the finish line checked.

3.2 Common Faults

Practice is very important in every good hurdle performance. However, there are some common faults that must be looked out for and corrected when observed for effective performance. Some of these faults are very common with beginners in hurdles. Some of these faults include but not limited to:

1. Stuttering when approaching the hurdle.
2. Going out too slowly and worrying whether it will be possible to finish the race or get over the last hurdle.
3. Jumping the hurdles: If an athlete sees hurdling as jumping, he will not step or run over the hurdles but jump over it. Jumping over it means taking a huge vertical leap over the hurdle. This can lead to losing forward momentum and wasting a lot of time while in the air. So, jumping should be corrected. Figure 35 illustrates the mistake of jumping the barrier. Click on the following links to learn how to clear the hurdle: https://docs.google.com/file/d/17TrCbV_KmZOGpuTTwobOct7zF2uep8j0/preview; <https://www.youtube.com/watch?v=PsbtSYNWu7Q> and <https://www.youtube.com/watch?v=xC4LZxFD2WY>. In this videos, you will see good hurdlers getting back down on the ground quickly so that they can continue to sprint to the next hurdle. Rather than jumping, they are stepping or running over hurdles.
4. Leading with the foot and not the leg.
5. Some beginners are only able to lead from one side. Such athletes are very one-sided with their hurdling, only able to lead with either their left or right leg. This has been seen to cause terrible stuttering and hesitation between the hurdles as such athletes continuously slows down before each hurdle in order to use their preferred lead leg. How can this fault or error be corrected? Teach such athlete how to lead with either leg. This has to be introduced right from the beginning or start of the training to develop hurdling skills over a lower hurdle. The training usually will include drilling each side of the body so that the athlete can lead with either leg.
6. Lead Leg out to side.
7. Trail foot overtakes knee and trails under the body.
8. Irregular stride pattern.
9. Arms uncoordinated.

10. Slowing to the first hurdle.
11. Focusing too much attention on the other hurdlers in the race. This can make the athlete to ignore the immediate hurdle. So, it's important to take each hurdle as it is approached.
12. Lead leg not vertical.
13. The foot of the trail leg moves higher than knee.
14. Taking off too close to the hurdle.
15. Going out too fast and not finishing strong.
16. Rushing the trailing foot back to ground.
17. Running fast between hurdles and slowing down at the hurdle.
18. Forgetting learned technique.



Figure 35: The mistake of vertical leap over the hurdle.

Source: <https://coachingyoungathletes.com/2016/08/28/10-of-the-biggest-mistakes-young-athletes-make-in-the-hurdles/>

3.3 Safety Considerations in Hurdles

Hurdle is a game that combines speed, endurance and techniques. Therefore, the safety of the athletes, coaches and other critical participants like officials, must be given serious consideration. The officials in hurdle race are the same as in other track athletic events. It is therefore, important you consider the following safety points:

Slippery surfaces are dangerous for every sports. Such surfaces make hurdling a very dangerous sports. So, avoid hurdling on wet grass or any other slippery surface. Keep every surface as dry as possible.

Children enjoy hurdling game. Their interest in the game should be sustained. Without adequate supervision, children might wrongly place the hurdles, exposing themselves to avoidable injuries. They might, without knowing it, place the feet of the hurdles on the far side, making them to run from the opposite side of the hurdles. Please, note that it is dangerous for children to run over hurdles in the way that is opposite to the correct running direction. This wrong approach is also dangerous for older runners. Make sure that all hurdles are facing the right direction. A closer look at the hurdles shows that hurdles have stripes or markings on one side. These stripes or markings always need to face the athlete regardless of what direction the legs of the hurdles are pointed. However, these markings are usually nearer the athlete, on the same side with the feet of the hurdles. See figure 36 for the correct position of hurdles during completion. Never allow athletes to jump hurdles from the wrong direction. If athletes are allowed some practice sessions before competition, make sure that the hurdles are returned to their right positions before the competition begins.



Figure 36: Correct placement of the hurdles during completion. Source: <https://athleticscoaching.weebly.com/hurdles.html>

SELF-ASSESSMENT EXERCISES

- i. An athlete will not be disqualified if
- ii. The following is not a fault in hurdles -----.

4.0 CONCLUSION

Every athletic event is guided by a set of rules. Hurdle as an athletic event, is not an exception. Every championship is organized in line with the rules set by the World Athletics. Actions against the rules results in the disqualification of the athlete involved. Common faults can lead to injury or actions that can lead to the disqualification of an athlete during competition. Therefore, they should be watched and quickly corrected, when spotted. It is very important too that the athletes compete in very safe environments. The running surface must be dry enough to prevent slippery actions.

5.0 SUMMARY

In this Unit, you have learnt that, like every other game, there are rules that guide hurdle race. These rules enable athletes to compete on a fair and equal running environment, not minding their classifications. You learnt that when unintentionally knocks down the barrier, they are not disqualified. You also learnt that the coaches and athletes have great responsibilities in the rules of hurdles. The Unit further taught you some common faults and safety considerations in hurdles. It's important to ensure that the hurdling surface is not wet.

6.0 TUTOR-MARKED ASSIGNMENT

1. At the start of the event, the feet of the hurdle are placed -----

7.0 REFERENCES/FURTHER READING

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MODULE 3 SKILLS AND TECHNIQUES IN BADMINTON

INTRODUCTION

Badminton is one of the games you can find very easy to learn. You will soon acquire the required level of skill to hit the shuttle across the net and play a rally with a friend. The shuttlecock is so designed that it will slow down and float in the air. Within a short time of practice, you will have success at maintaining long rallies and then, you will start to enjoy the game even more than the other racket sports such as tennis or squash. Badminton has several very interesting sides. It provides great opportunities to perform a large range of movements like sprints, leaps, lunges, twists, turns, stretches and hitting actions, which require strength, endurance, speed and flexibility, and the ability to hit the shuttle softly or powerfully. It offers the challenge of an opponent. To win a badminton game, you must defeat an opponent. Badminton is fun. It is a recreational, competitive and spectator game. So, be confident that you can play a badminton game from the start and enjoy it. This module is designed to help you do just that, and it has the following units:

Unit 1	Historical Development of Badminton
Unit 2	Nature of Badminton
Unit 3	Sills off Badminton
Unit 4	Rules of Badminton

UNIT 1 HISTORICAL DEVELOPMENT OF BADMINTON

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 History of Badminton
 - 3.2 Developments in Badminton
 - 3.3 Badminton Champions
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The game of badminton is one of the racket games. It is one of the activities that man has for centuries. This unit will take you through the

history of badminton from the time it became an organized and documented event. As you go through this unit, take time to mark the dates and events associated with them. The unit will also introduce you to the developments that have taken place in badminton over the years.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Narrate the history of badminton.
- Discuss the development of badminton in Nigeria.
- Mention the five notable champions in hurdling.

3.0 MAIN CONTENT

3.1 History of Hurdling

As you go through this unit, please, take note of the dates and the events that are associated with them. The game of badminton is shown to have originated in Siam, China over 2,000 years ago. Badminton evolved from a similar game called battledore played in fifth-century B.C. China. During the **17th century**, precisely in **1871**, the game was played in India where it was known as Poona. Around **1873**, British army officers brought the game back to England where it was played somewhat like tennis. Do you know how the game got its name, badminton? There in England, the Duke of Beaufort became very interested in the game and since it was played regularly at his country estate, Badminton in Gloucestershire, where some army officers on leave from India first amused themselves by playing a game with rackets and a shuttlecock. This name, badminton, became associated with the game. The game later got its name badminton derived from the town till today.

With the passage of time, the game, badminton continued to grow, develop, though gradually, and was played in different forms in various countries. In time, the game became very popular and more players became skillful in it. With this development, there was need for rules to guide the game. As a response to this need, in Karachi in **1877** the first set of rules was devised, and a generally acceptable set of rules became essential. At this period too, the game was also developing in other parts of the world. In **1893** the Badminton Association of England (BA of E) was formed and a standard set of the Laws of Badminton was published. In **1934** the International Badminton Federation (IBF) was formed, which comprises the associations of most of the countries which play badminton. Before the formation of IBF, the game was already played in Canada, (Canadian Badminton Association was formed in **1921** and was the first

to be formed), from where it moved into America in **1929** and became very popular.

In **1977**, the World Championships were inaugurated at Malmo in Sweden, and these will be held every three years. The other major championships are the Commonwealth Games, every four years. The bird speed reaches 100 m.p.h. The sport was first introduced in the Olympic Games as a demonstration sport in **1972** and as an exhibition sport in **1988**. At the **1992** Games, it became a full-medal Olympic sport, the competition was for men and women both in singles and doubles, and later after 4 years of the game being fully recognised, the mixed double was introduced in the 1996 Games. Badminton has become one of the most popular global sports, with over 200 million enthusiasts, (Phomsoupha & Laffaye, 2014). The decision to include badminton in the 1992 Olympics Game, indeed, increased followership and participation in the sport.

3.2 Historical Development of Badminton in Nigeria

The game was introduced into Nigeria around **1930** by the colonial administrators. Then, between **1948** and **1960**, English Women Education Officers who taught in Government Women Training colleges in Nigeria played the game. Since then, the game started to be played in all the higher institutions in the country. No wonder it is now a competitive sport at intercollegiate, state, national and at international levels. Nigeria took part in the game at the international level at the 2nd All African games held in Lagos in **1973**. Badminton game was further developed and established in Nigeria by a body called Badminton Federation of Nigeria, (BFN) which is the governing body that manages and controls the game of badminton in Nigeria. See the logo of BFN in figure 37. Badminton is ranked sixth in the country as the people's most loved game.



Figure 37: The Logo of the Badminton Federation of Nigeria, BFN.
Source: www.badmintonnigeria.org

In Nigeria, BFN organises national badminton tournaments in each year to promote the growth and interest of the game. Figure 38 shows an image of Nigerian players in action during a national badminton tournament. Nigeria has para-badminton players who participate in Paralympics like other countries that practice the sports. The para-badminton team of Nigeria has been doing very well in the sports. For instance, in the 2018 Africa championships held in Algeria, between April 30th and May 4th, Nigeria team came back with 19 medals, which includes seven gold medals and five silver medals. Badminton is essentially an indoor game, (<https://www.sports247.ng>; www.badmintonnigeria.org).



Figure 38: Nigerian Players in Badminton Action at a National Tournament.

Source: www.premiumtimesng.com

SELF-ASSESSMENT EXERCISES

- i. The name badminton originated from -----.
- ii. Badminton made first Olympic appearance in the year -----.

4.0 CONCLUSION

Badminton, like every sport, has a beginning. Though some uncertainty exists in the origin of badminton, you have learnt that its origin is traced to China in the 17th century, and later played in India in 1871, where it was called Poona. The British imbibed the game of badminton when their army brought it into England in 1873. It continued to gain popularity leading to the formation of the International Badminton Federation (IBF)

in 1934. Badminton became a full-medal Olympic sport in 1992, and the competition was for men and women both in singles and doubles. The game was introduced into Nigeria around 1930.

5.0 SUMMARY

In this unit, you have learnt the history of badminton. Generally, badminton requires that you play with an opponent. This unit also taught you that badminton has an organizing body in Nigeria. The unit has helped you to appreciate the men and women can play badminton.

6.0 TUTOR-MARKED ASSIGNMENT

1. Badminton was introduced in Nigeria in the year -----.
2. The body that organizes badminton tournaments in Nigeria is -----

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

Ogundele, B. O. (2003). *The Stricking Games*. Ibadan: Educational Research and Study Group.

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www.premiumtimesng.com

UNIT 2 NATURE OF BADMINTON**CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Badminton Materials
 - 3.2.1 Court
 - 3.2.2 Net
 - 3.2.3 Racket
 - 3.2.4 Shuttle Cork
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Badminton has become a rapidly developing sport that is carefully organized and administered to give you every chance to play and gain full enjoyment from the game. Badminton, is a game of space and to be a good player, there must be adequate use of space to your advantage. It is a game played with a variety of speeds, it could be slow, steady and at times fast. Badminton is also a game of force. Force is required to achieve deserved distance since the shuttle cork and the racket are very light, for instance, the air resistance could affect the flight of the shuttle cork and there by affect its speed in air. It is a game that requires quick reaction time. You can see this in the timing of a player to contact the shuttle cork at the moment of peak force.

Badminton is a flowing game. It is a game of smooth and continuous rally. Like other racket games, it is governed by a set of rules. The game has some common features you see in tennis and squash, except that the racket and the court are not the same. Previous unit taught the history and developments in badminton. This unit will present the materials that are used in badminton to you. This unit has enough information to let you identify these materials and become prepared to use them.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention the materials used in badminton.
- Discuss the dimensions of the badminton court.
- Illustrate a well labeled badminton racket.
- Identify a badminton net.

3.0 MAIN CONTENT

3.1 Materials for Badminton Game

The materials used in the game of badminton are the facilities, like the court; equipment, like the net, rackets and shuttles. Badminton is a racket game played by two (called singles) or four (known as doubles) players on a rectangular court. Your objective in badminton is to serve the shuttle in a manner that directs it with speed and accuracy to an unprotected portion of your opponent's court so that he will not be able to return the shuttle across the net or into the proper boundaries of your court area. The opponent on his own part, will attempt to prevent the shuttle from falling to the court on his side of the net and to return it to an unprotected spot in your court. To achieve this objective, the materials earlier mentioned are very important. There are other materials that you need. They are personal, like the shoes and dress. So, these are the materials you need to play the game of badminton.

3.1.1. Badminton Court

The surface of the badminton court can be made of solid, concrete/wooden materials, other materials could also be used. What is important is that the surface should not be of slippery type. Figure 39 shows the diagram of the court which shows the way it is used for singles and doubles. In badminton, there are single and double games. Two players make a singles game: four players make a doubles game, (see figure 40 for a doubles game). The players occupy opposite halves of the court created by the net, and use rackets to hit the shuttle over the net so that it hits the ground on the opponent's side of the court. The doubles court is wider by 0.46m than the singles court. The length of a standard court is 13.40m, the width for doubles is 6.10m and 5.18m for singles. Can you locate the lines for the singles and doubles in figure 39? Can you also see that the doubles court is wider than the singles court? Remember, the doubles take two players on each side of the court.

This adds up to the four players in a doubles game.

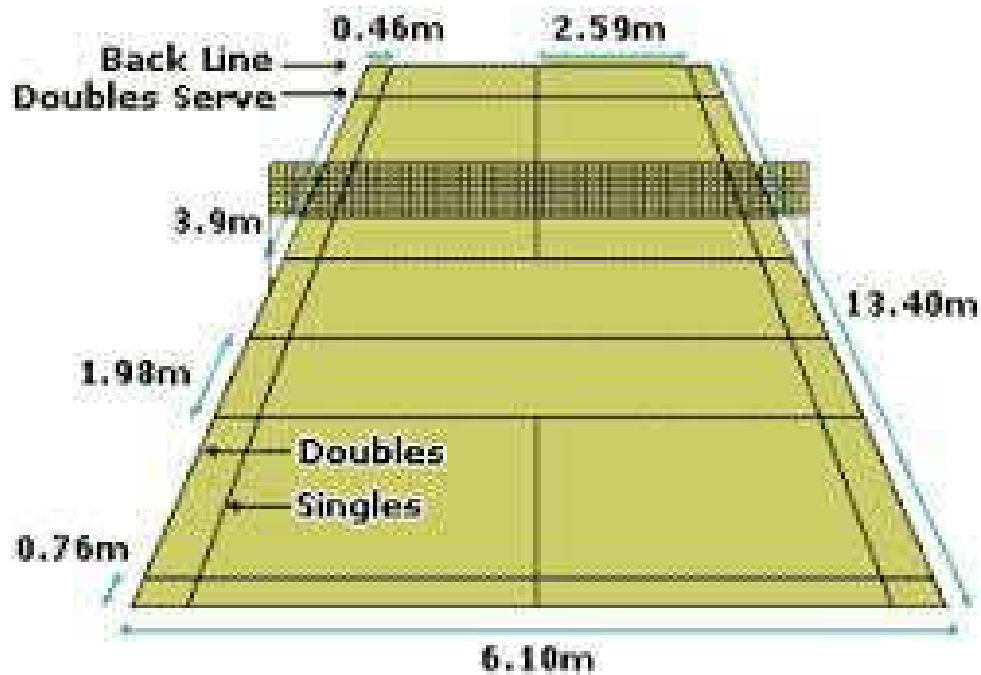


Figure 39: Diagram of a Badminton Court. Source: www.topendsports.com



Figure 40: An Image of a Doubles Game (Mixed – A male and a female on each side). Source: www.olympic.com

The court has different parts that you easily identified. Figure 40 shows a court with its parts. From the net into the court are two service lines – one at each side of the net. Each service line is 1.98m away from net. Each side of the court has two service (left and right) service courts. Services are made into these service courts.

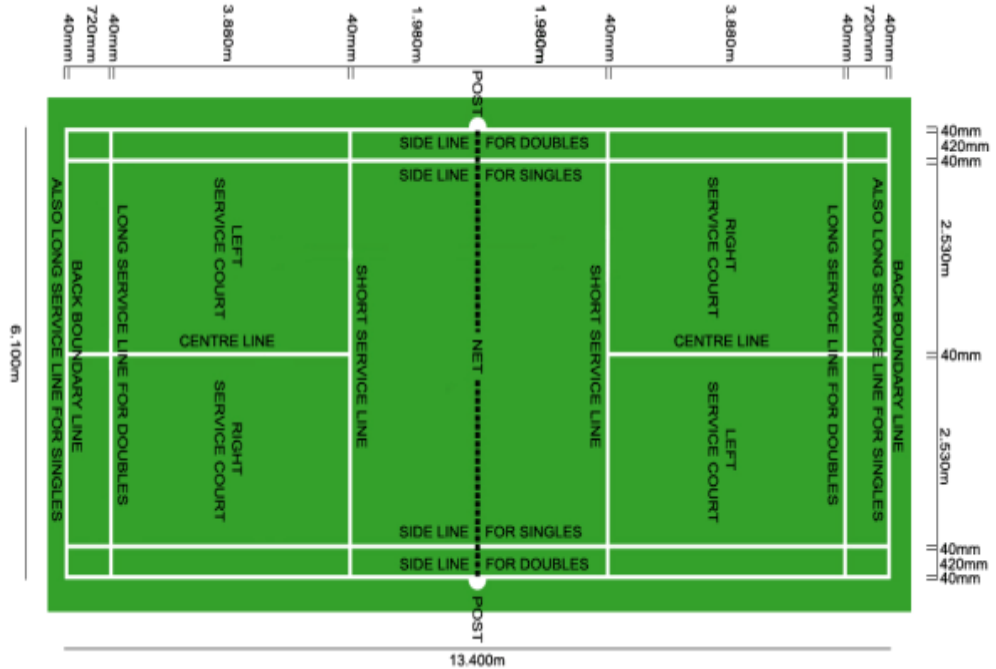


Figure 40: Diagram showing Parts of the Court. Source: www.za.pinterest.com

3.1.2 The Net

The badminton net is made of nylon or cotton materials. The net posts must be placed on the other side lines. The posts should not be higher than 1.55m. In some cases, the post is fitted with a weighted base to maintain stability. Figure 41 illustrates the net with its dimensions.

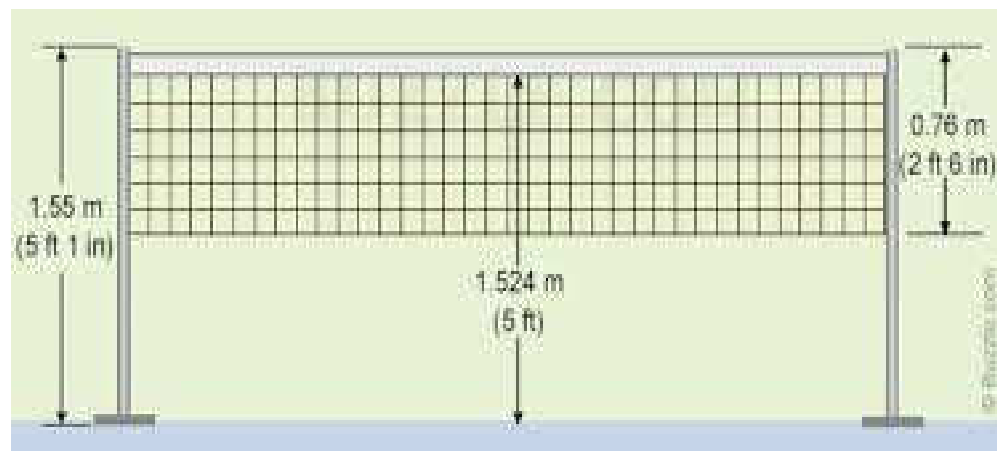


Figure 41: A diagram of a badminton net. Source: www.quota.com

3.1.3 The Racket

The racket is what you need to put the shuttle cock into play. It is a very fragile material made up of wood, metal or a wood frame with a steel shaft. The frame can be made of common metals like steel or aluminum. Sometimes rackets are made of alloys, tough carbon fiber, ceramic, or boron. Its length does not exceed 680mm and width does not exceed 230 mm. Figure 42 shows you an image of a badminton racket.



Figure 42: An image of a Badminton Racket. Source: www.weareeducatorsblog-wordpress.com

There is no particular specification for male and female but female generally prefer a slightly smaller grip than male. The normal weight of a badminton racket is 88g. However, there are no rules stating how much a racket must weigh. A light racket requires less strength and is easier to control than a heavy one. It is therefore advised that you choose a racket which is between medium and light weight, (80 to 84g). For adequate protection of the racket against wrapping and other damages, put it in a press when you are not using it.

The modern badminton game is a very fast game. It requires much arm and hand work in addition to rapid movement of the racket head. So, if

you play with a badly designed racket, it can spoil your game. A racket should be reliable and easy to control. If you are to make a sound choice, then you ought to know something about the racket. Figure 42 is provided to help you identify a good racket. The following are some factors you must consider when choosing a badminton racket:

Weight, balance, handle, grip, frame, strings and possibly prize.

The weight of the racket has been discussed. It is however necessary that you remember that there are no rules stating how much a racket must weigh.

Furthermore, a light racket requires less strength and will be easier for you to control than a heavy one. The balance of the racket should well be considered.

You can find out if a racket is balanced by resting the racket on your finger, (usually your index finger) at a point midway between the head and the handle.

The head goes up if it is light and if it goes down, then, it is heavy. A good racket for you should be evenly balanced and slightly lighter in the head.

The handle of the racket (see figure 42) is another factor you must consider when choosing a racket. Though the handle varies in thickness, is usually measured around the circumference. A handle can be any thickness, though usually it is between 3 and 5 inches in circumference. The measurement will give you what is described as grip size. A large grip will require you to grip the handle mainly with your palm, whereas a small grip size enables you to grip the handle mainly with the fingers. So, select a grip size that allows you to grip the handle with your palm but also allows you to spread your fingers comfortably around the handle.

Closely related to the handle is the grip. You should never ignore the grip. The grip is made of leather or towel-like material and is wrapped around the handle. It is very easy to remove the grip from the handle and replace it with a different type.

The grip makes it easy and comfortable for you to hold the racket and control the racket head. It also increases the friction between your hand and the handle so that the racket doesn't slip out of, or twist in, your hand during play. The game is very fast and energetic making some players to perspire easily, particularly in the hands. For this reason, towel-like grips have become very popular. They are self-adhesive and can easily be placed around an existing leather grip and replaced when worn. The racket also has a frame that is made from very strong light materials.

The head of the racket in figure 42 has a stringed face. Strings are made from natural gut or synthetic fibers, and they vary in thickness and tension. Try available strings and select stringing which is of medium thickness and about medium tension. This will not be a problem because most rackets in the market came with medium-gauge strings and of medium tension. There are cheap and expensive rackets in the market. Brand and quality are important prize determinants. So, avoid rackets that are very cheap. Instead, buy a racket which quality is between the price range of medium to expensive. Always make sure that you select a racket which satisfies your requirements with regard to weight, balance, handle size, type of grip, and strings.

3.1.4 The Shuttle

The shuttle is also known as shuttlecock, bird, or birdie. There are several types of shuttle. Some have cork or rubber base with plastic, nylon, or real feathers. Figure 43 shows the shuttle. In terms of fragility, the shuttlecock is more fragile than the racket because of the materials they are made of - feathers, plastic or nylon. The weight of a normal shuttle is between 4.73 to 5.50 grams. It may compose of fourteen (14) to sixteen (16) goose feathers inserted into a cork base, 0.025 to 0.028 m in diameter. The length of the feathers from the tip to the top of the cork base shall be from 0.064 to 0.070 m. The feathers have from 0.054 to 0.064 m spread at the top and are firmly fastened with thread or other suitable material. The life of a shuttle is ephemeral in that once the feathers are damaged the flight will be affected.

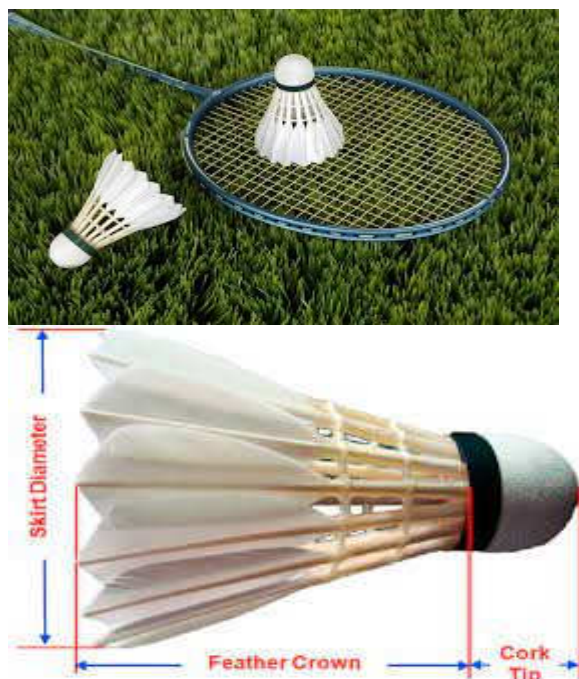


Figure 43: Goose Feather Shuttlecocks. Source: www.sciencedirect.com

3.1.5 Dress

The issue of dressing in the game of badminton is a matter of personal choice. Dresses like shorts and shirt, a pair of canvass shoes, pair of socks. Badminton has been presented as a very active game that involves a wide range of physical movement, and that is what it is. Therefore, any dressing for it should allow freedom to move and be comfortable. Modernization in sports, now, has clothes specially made for badminton. A good substitute is white soccer shorts and T shirts for boys. If you are a girl, you can wear athletic shorts or a skirt and a T shirt. It is usually good policy to wear a warm pullover or tracksuit before and after playing. This helps you warm up quickly and prevents you becoming cold after the game.

Special attention should be paid to your foot wear as an uncomfortable shoe will hamper your performance. The nature of a badminton game requires that you wear a comfortable good shoe. As you start playing badminton, you will realize the true nature of the game. You will really see that it as a fast, energetic game which involves quick sprints, side steps and changes of direction. So, a good footwear is important to enable you to move quickly around the court. In your environment, the game may be played in sports centers or even school halls where the floor surface is often quite smooth. You require shoes that will give a good grip on the floor and so prevent slipping. Flat-soled shoes which have lines or holes indented in the rubber sole and made of a slightly soft rubber which increases friction are ideal, (see figure 44). A good pair of shoes will provide good grip, cushioning and some flexibility at your forefoot. You also need a good pair of socks. The feet receive much wear and tear, so a good, soft insole and comfortable socks will help to reduce this, and prevent blisters.



Figure 44: Good Shoes for Badminton. Sources: www.badmintonalley.com; www.sportswebsites.org

Other accessories that form part of the dressing or clothing for badminton are wristbands which prevent sweat from entering the handle, and headband, which hold long hairs and also prevent sweat from entering the eyes during play. You can imagine how painful sweat can be when it enters your eyes. If such happens during, it will affect your game negatively.

SELF-ASSESSMENT EXERCISES

- i. The height of the net at the center is -----.
- ii. The grip is fixed to the -----

4.0 CONCLUSION

Badminton is a racket game played by two (called singles) or four (known as doubles) players on a rectangular court. The doubles can be mixed, that is, a male and a female player on each side of the court. The materials used in the game of badminton are the court, net, rackets, shuttles and clothing or dressing including shoes. Having the right materials is very important for a good game. Your shoes are very important for you to enjoy the game of badminton. So, select a good pair of shoes which provides good grip, cushioning and some flexibility at your forefoot.

5.0 SUMMARY

This Unit, has taught you that the materials that are used to play badminton. The court must be smooth but not slippery. There is a court for singles and another for doubles. The two courts though together have the same length but different widths, with the single having smaller width. You also learnt that the court has smaller courts within – the left and right service courts. The Unit also taught the factors to consider when making a choice of racket for badminton. The Unit further gave you the points you that can help you select comfortable footwear for badmintons.

6.0 TUTOR-MARKED ASSIGNMENT

1. The doubles court is wider than the singles by -----.
2. The part of the court that receives the service is the -----

7.0 REFERENCES/FURTHER READING

Babalola J. F. (2010). *Handbook of practical: Physical education*. Ibadan, Nigeria: O.B.F. Intercontinental Press.

Ogundele, B. O. (2003). *The Stricking Games*. Ibadan: Educational Research and Study Group.

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Tutorials Point, (2016). www.tutorialspoint.com

UNIT 3 SILLS OF BADMINTON**CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Badminton Skills
 - 3.1.1 Grip
 - 3.1.2 Service
 - 3.1.3 Stroke
 - 3.2 Badminton Teaching Points
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Badminton like many other racket sports, is for two or four people, and intermittent in nature. This means that badminton has periods of short duration and high intensity, with energy being provided by both the aerobic (60–70 %) and anaerobic (30 %) systems, (Phomsoupha and Laffay, 2014). There are five events: men's and women's singles, men's and women's doubles, and mixed doubles, each requiring specific preparation in terms of skill and technique. Previous Unit introduced you to the materials you need to play badminton. This unit will help you focus on the skills of badminton.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention three skills in badminton.
- Demonstrate the service.
- Discuss two types of grip.
- Demonstrate a badminton stroke.

3.0 MAIN CONTENT**3.1 Badminton Skills**

The game of badminton starts with a toss. The referee tosses the coin and one player calls 'Head' or 'Tail'. Player or team that wins the toss has three options to choose one from. The player may choose (1) a preferred side of the court, or (2) an option to serve or (3) receive first. If the player

chooses his/her preferred side of the court then, his/her opponent player or team choose either to serve or receive first and vice versa. The side which serves the shuttle is known as the serving side. The side which receives the shuttle is known as the receiving side.

The game of badminton starts with a service. Other skills are the grip, footwork and stroke. The grip if well mastered helps produce a good service.

3.1.1 The Grip

The grip is the first skill you learn badminton. A good badminton game starts with how you hold your racket. The grip, therefore, is an important skill of badminton.

It is either a forehand or backhand grip. A forehand is performed with the racket head perpendicular to the floor. Then, shake hands with the grip so that a V-shape is formed by your thumb and index finger on the top of the racket's handle, while the other fingers are spread around the handle, (see figure 45). This is called hand shake grip. In the backhand, start from a forehand grip, then, rotate your hand slightly so that your thumb is along and parallel to the wide side of the handle.

The development of a good grip on the racket can reduce injuries, increase the range of your shots and help you to execute very efficient strokes. Click on the following links to watch and learn the badminton grip:
www.m.youtube.com/badmintongrip;
<https://www.youtube.com/watch?v=toQ7tOx7Tvs>.



Figure 45: The forehand grip showing the V-shape between the thumb and index finger.

3.1.2. The Service

There are basic requirements for a good service that are important for you to observe. You must wait until his or her opponent is ready before you serve. Your opponent is judged ready if he attempts to return your service. You must stand within the limits of his or her own service area. Make sure that the shuttle you want to hit is below your waist. You also must place both feet stationary on the ground until you have delivered the service. Further, hit the shuttle directly over the net into the service court diagonally opposite to your service court. Learn more about the service rules in the following video:

<https://www.youtube.com/watch?v=GE8qjIubAbI>

The service may be executed in any of the following fashions:

1. High and deep Serve: This used in the singles. It requires that you take a position near and on the proper side of the center line and about four feet behind the short service line. Drop the bird on the racket face as you swing the racket forward.
2. Low and short Serve: This is used in the doubles. To execute this serve, you take a position closer to the front service line. Then, swing the racket forward with a little follow-through.
3. Drive: This is also called the flick. It involves a quick snap of the wrist in the backhand grip with the bird held directly in front of your body. The bird travels in a direct line at the receiver.

When you are receiving a service, you are to maintain a good stance, although, this is a personal choice. You are to stand on balls of your feet so as to be able to move easily along the court. Whatever the stance you have assumed, it is important that you to stand within the limit of the service court diagonally to the service.

3.1.3 Strokes

In badminton, you vary your motion for all shots. This makes it difficult for your opponent to detect what shot you are going to make until the bird is actually hit. A good wrist action will give you more power and control with much less effort. A stroke is the action of striking or hitting the bird with the racket. A forehand stroke is one from the dominant side, which is the right side for most players; the backhand stroke is from the non-dominant side, which will be left side for most players. The racket is swung back, your arm is bent with the elbow up, the wrist is cocked, and your body weight is placed on the back foot. From this position, the stroke is made by throwing the hand at the point of contact between shuttle and racket with your weight being transferred to the front foot. The following are some of the different types of stroke in badminton:

1. Clear – This is a shot used to drive your opponent away from the net or forecourt or to slow the game. It is a shot in defense. The execution of this skill produces a flight that is as high as possible and the shuttle should reach the very back of the opponent court. The bird should fly above the opponent's reach and fall very close to the baseline. The racket follows through at the same time. In badminton, three types of clear are common: the forehand overhead clear, the backhand overhead clear and the backhand underarm clear.
2. The Smash - This is the main attacking stroke you use in the game of badminton. It is a powerful overhand stroke that sends the bird downward over the net. It is an attacking shot made at the limit of your upward reach and slightly in front of your shoulder. At the moment you contact the shuttle, your arm and wrist come down forcibly. In executing this still, the shuttle should be hit at a point in front of your hand, elbow extended, wrist flexed, and most of the body weight is thrown forward with the shoulders parallel to the net. Click on the following link to watch a video on smashing: <https://www.youtube.com/watch?v=MklYYIB64Dk>
3. Drive – A drive is a flat shot that is kept as low as possible and is second only to the smash as an attacking shot. It is a fast shot when the shuttle flies straight over the net but close to it. This is a stroke commonly used in the mixed doubles. It is a useful stroke when the shuttle is too low for a smash. In the execution of the drive, if with the right hand, weight of your body is on the right leg and the right shoulder points towards the net. The drive stroke is either executed in the forehand and backhand formations.
4. Drop Shot – This is a shot that drops immediately after crossing the net. It is a clever shot where the player quickly drops the shuttle close to the net on the opponent's court. The descent of the bird is controlled with little follow-through.
5. Net Shot – A net shot is high struck shot from the forecourt close to the net that just flings the shuttlecock over the net and drops it sharply. It is played as near to the net as possible, controlled by wrist and forearm. The hairpin shot is an example of a net shot. The hairpin net shot is a trajectory of racket in a hairpin shaped pattern, when you lift the bird from falling close to your net and send it to your opponent's side of the court where it drops sharply close to the net.
6. The Backhand - This is the stroke that returns shuttle cock to the left of a right-handed player and to the right of a left-handed player.

This is excellent for returning strokes from the left side of the body. The racket is held away from the body so that the thumb is now on the flat side of the handle and could give sufficient leverage. Watch the video on <https://www.youtube.com/watch?v=QTzQ7vDI Ww&list=RDC MUCILTjkA1qtd37zmo6g9asVw&index=11>

3.2 Badminton Teaching Points

When you learn, it is good you teach others. For you to effectively teach badminton to others, may be your students, you must ensure that adequate equipment are available and that the class size is manageable. Encourage each learner to have a racket and a shuttle cork. Then, you can follow the under-listed approach:

1. Teach you students how to grip the racket. Remember the video you watch on the grip. This stage is very important for beginners because it's the grip that determines the efficiency of stroke execution.
2. Allow your students to familiarize themselves with the racket. Here, they should be allowed to swing the racket and practice striking the shuttle. In hitting the bird, emphasize the appropriate way of holding the bird.
3. Further, emphasize the appropriate stance for hitting the shuttle. For a right handed person, he stands with left foot forward with the right slightly off-set with a convenient base.
4. Next, start teaching the hitting of the shuttle over the net. Emphasize the service technique at this point. The racket gripped properly and firmly, execution of correct stance, shuttle dropped and hit as it drops at the waist line, eyes on the shuttle and hit over the net.
5. When your learner has mastered the gripping of the racket and striking of the shuttle, you can start the introduction of some basic strokes.

SELF-ASSESSMENT EXERCISES

- i. Player or team that wins the toss has three options to choose any except -----.
- ii. The forehand grip is also called the -----

4.0 CONCLUSION

Badminton, like other racket games, requires you to master some basic skills. The grip is an important skill that makes a great difference in any badminton game. Without a good grip, you service and strokes will set

you performance backward. When you master the grip, it is very important you follow the service rules. The strokes are match makers when they are well executed. The clear, for instance, is a defensive stroke used to drive your opponent away from the net or forecourt or to slow the game. When you have mastered the basic skills of badminton, you can progressively teach others how to play badminton.

5.0 SUMMARY

In this Unit, you have been taught how to play the game of badminton. You have learnt that the game of badminton starts with a toss, where the referee tosses the coin and one player calls 'Head' and the opponent 'Tail'. Player or team that wins the toss has three options to choose one from. The player may choose (1) a preferred side of the court, or (2) an option to serve or (3) receive first. You also learnt that the grip, serve and strokes are important basic skills you must master to enjoy the game of badminton. The Unit also gave you some points and videos that can help you learn badminton and teach others as well.

6.0 TUTOR-MARKED ASSIGNMENT

1. The following are types of stroke except -----.
2. If you a right handed player which stroke will you use to return a bird from your left -----

7.0 REFERENCES/FURTHER READING

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UNIT 4 BADMINTON RULES AND OFFICIATING**CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Badminton Rules
 - 3.1.1 Serving Rules for Singles
 - 3.1.2 Serving Rules for Doubles
 - 3.1.3 General Badminton Rules
 - 3.1.4 Scoring
 - 3.2 Common Faults in Badminton
 - 3.3 Basic Badminton Terminologies
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

To ensure a uniform play and avoid injury in the game of badminton, like in every other game, rules are very important. The rules guide the players (all those taking part in a game), coaches, officials and spectators and help them to understand the game. The rules guide the game from the toss through service to the point that determines the winner of the game. The side having the right to serve shall be called the 'In' side, and the opposing or receiving side shall be called the 'Out' side. This unit will introduce you to some of the basic rules of badminton. The dimensions of the materials you learnt in Unit 2 are products of the rules of the badminton game. In this Unit, you will learn about the serving rules for the singles and doubles games. You will also learn about the scoring during the game. The will further expose you to some common mistakes or faults that make you miss good points and possibly lose your game.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention three basic serving rules for singles game.
- Describe scoring in badminton.
- Demonstrate any three common faults in hurdle.

3.0 MAIN CONTENT

3.1 Rules of Badminton

The game of badminton is organized in the singles, doubles or mixed doubles games formation. Do you remember what these formations are? In the singles, there are only two players of the same sex playing against each other, it can be male – male or female - female; the doubles have four players of the same sex, two play on each side of the net playing against each other. The doubles can be played with a mixture of male and female on each side – one male and one female partner opposing a male and female opponent, this is called mixed doubles. There are some basic rules that guide plays in these formations.

3.1.1 Serving Rules of Singles Game

In the singles game, the player shall serve from and received service in their respective right-hand service courts only when the serves count is love all (0-0). or an even number of points in the game. The service shall be delivered from and received in their respective left-hand service court when the server score is odd number of points. Follow this hypothetical game between Amed and Emeka, to understand these rules of service. The game begins with the score at love all (0-0). Amed has won the toss or spin and chooses to serve first from his right service court diagonally opposite to Emeka. Amed wins the first point. What will be the score? The score becomes 1-0 in favour of Amed. In line with rules, Amed moves to the left service court to serve diagonally opposite to Emeka, must stand diagonally to Amed. Amed wins another point. The score becomes 2-0. He moves once again to his right service court to serve diagonally opposite to Emeka, because the rules stipulate that if the server's score is even number, he shall serve from the right service court. Amed serves and Emeka wins the next point and also wins the service. The score remains the same (2-0). Emeka now serves from his right service court diagonally opposite to Amed. Emeka wins the point. The score becomes 1-2, that is, Emeka – 1 and Amed – 2. The score of the server is always stated first.

3.1.2 Serving Rules for Doubles

In doubles (whether men's or women's) the formation is different, two basic formations are used. They are attacking and defending formations. In mixed double again, it is desirable for the female player to play at the net while the male player cover the back of the court. This will help them in adopting attacking formation throughout the play. Attempt should be made to hit the shuttle down rather than up to prevent the opponent from

gaining upper hand. The following specific rules apply in doubles game service:

1. A team has only one player to serve per service.
2. When the game starts and when the score is even (0,2,4,6, 8 and the likes) the server serves from the right service court. When it is odd (1,3,5,7, 9 and the likes) the server serves from the left service court.
3. If the serving side wins a rally, (rally is rapid returns made by players) the serving side or team scores a point and as earlier stated the same player who served serves again from the alternate service court.
4. If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
5. The players do not change their respective service courts until they win a point when their side is serving

3.1.3 General Badminton Service Rules

These are rules that apply both in singles and doubles games. You came across some of them in Unit 3, under service. They include:

1. The player executing the service must keep both feet in contact with the floor at the time of the serve.
2. The shuttle must be contacted below the waist.
3. The racket head must be below the wrist of the server.
4. The server should not serve until the receiver is ready. Do you remember what shows that an opponent is ready? The opponent is considered ready if he attempts to return the service.
5. In doubles, partners of the server and receiver may stand anywhere on the court providing they do not obstruct the opponent's view.
6. A shuttle that touches the net at service and goes into the proper service court of the opponent is legal.
7. If the server misses the shuttle on a service attempt, it will count. In both singles and doubles, the service will go to the opponent.
8. A shuttle that lands on a line is considered good.

3.1.4 Scoring

The rule of badminton game provides that a match consists of the best of 3 games of 21 points. Every match starts at love all (0-0). Every time there is a serve, a point is scored. The side winning a rally adds a point to its score. When the score is 20 all (20-20), the side which gains a 2-point lead first, wins that game. If it is 29 all (29-29), the side scoring the 30th point, wins that game. The side winning a game serves first in the next game.

3.2 Faults

A fault is a violation of the rules. It is any infraction of the rules which penalty is the loss of the serve or the point. A fault is a mistake you must avoid so you do not lose points. Generally, any of these conditions constitute a fault:

1. If you hit the shuttle when it is above your waist or the head of the racket is higher than your hand when you serve. This is a bad or illegal service.
2. When served bird lands outside the specified service court, passes through or under the net or hits a player or obstruction outside the court.
3. If you step out of your proper service court before delivery of service or feint in any way before the service. Only the person you served to may return the ball.
4. If you reach over the net to hit a shuttle. This is very common in doubles and fast singles where you follow a shot over the net.
5. If you touch the net with your racket or any part of your body.
6. If you double hit the shuttle or momentarily hold or throw it with his racket. Double hit is when you contact the bird twice in succession on the same stroke.
7. When you fail to return the shuttle to your opponents' proper court.
8. If during service, you step forward as you serve.
9. When you hit the bird with the rim or neck of your racket. Watch the video in this link to learn more about the faults in badminton: <https://www.youtube.com/watch?v=veWeH1Lkle8>

3.3 Basic Badminton Terminologies

There are some terms commonly used in badminton that you need to learn and use. You have come across few of them, but there are others. Some of them include:

1. Feint – This is any movement or conduct by the server that has the effect of breaking the continuity of service after the server and receiver have taken their positions to serve and to receive the service. Take for instance, you are ready to serve and the receiver is likewise ready, you then choose to delay striking the bird for so long or perform other movements other than serve as to be unfair to the receiver, you are guilty of feinting.
2. Drop – This is a shot made from back court which barely clears the net and drops sharply.
3. Alley – An extension of the width of the court on both sides to be used in doubles play.
4. Match – This is the best two out of three games.

5. Let - A bird which touches the top of the net but falls good. It is a play allowed to be replayed.
6. Net flight or Shot - A shot in which the bird follows the net in a short flight.
7. Short serve - A serve that scarcely clears the net and lands barely inside the opponent's court.
8. Throw – This is a shot in which the bird is carried or thrown by the racket.
9. Wood – This is a shot in which the ball hits the frame of the racket.
10. Baseline – This is the back boundary line of the badminton court.

SELF-ASSESSMENT EXERCISES

- i. How does the referee determine who chooses side first?
- ii. The server serves from the right service court when his score is --

4.0 CONCLUSION

Badminton, like other racket games, is regulated by some rules. Any violation of these rules is called a fault, which can result in the loss of service or point. So, it is very important that you pay great attention to the rules that guide badminton. Without the rules, it will be impossible to decide a game and players might injure themselves. The rules reorganize various formations of the game. There are rules for singles and doubles. There are also general rules that guide the game. Badminton game is rich with terminologies. These terms spice up discussions in the game. When you master these terminologies and make use of them, your joy in badminton will increase.

5.0 SUMMARY

Have you ever imagined playing a game with no minimum rule? That will not be a game. That is why you have been taught the rules of badminton in this Unit. You have learnt that any infringement of these rule will lead to your losing service or point. Such violation is called fault. The Unit also taught you the faults in the game of badminton. It is a rule that the game starts with a toss or spin. The Unit further introduced you to some basic terms like feint, rally, smash, alley, match among others. These terms will help you enjoy badminton.

6.0 TUTOR-MARKED ASSIGNMENT

1. Where will Emeka who wins a service with a score of 4-3 execute his service?
2. Deceiving your opponent with your body's movement is called ---

7.0 REFERENCES/FURTHER READING

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**MODULE 4 SKILLS AND TECHNIQUES IN
VOLLEYBALL****INTRODUCTION**

The game of volleyball is played by people of all strata – boys and girl, young and old, men and women, rich and poor. It is played from primary school through university to the Olympics. It is played in over 217 nations and regions. This widespread acceptability has made it one of the three most popular sports in the world. Volleyball is a highly versatile game that you will enjoy to play. You need little equipment and open space to play volleyball. Such space can be found in your compound, community square, gymnasium, recreational park, or in a beach. The game of volleyball provides fine opportunity to participate in physical activity for your whole body and thus contributes to overall well-being. It includes controlled, whole-body exercises such as passing the ball, jumping, running and rolling without stepping into the opponent's court. Volleyball is also a sport event with many educational benefits. For instance, it fosters collaboration and teamwork among players and teaches the importance of developing a strong body with a healthy mind. No doubt, these are benefits you will want to derive. In module 3, you were introduced to badminton, where racket is used to hit the bird back and forth over a net. In the game of volleyball two teams, usually of six players on each side, play against each other. The players use their hands, like a bat or racket to hit a ball back and forth over a high net, trying to make the ball touch the court within the opponents' playing area before it can be returned. This module is presented in the following units, to help you learn and play volleyball:

Unit 1	Historical Development of Volleyball
Unit 2	Nature of Volleyball
Unit 3	Sills off Volleyball
Unit 4	Rules and Officials of Volleyball

**UNIT 1 HISTORICAL DEVELOPMENT OF
VOLLEYBALL****CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 History of Volleyball
 - 3.2 Developments in Volleyball
 - 3.3 History of Volleyball in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The game of badminton is one of the racket games. It is one of the activities that man has for centuries. This unit will take you through the history of badminton from the time it became an organized and documented event. As you go through this unit, take time to mark the dates and events associated with them. The unit will also introduce you to the developments that have taken place in badminton over the years.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Narrate the history of Volleyball.
- Discuss the development of volleyball in Nigeria.
- Mention notable changes in volleyball.

3.0 MAIN CONTENT

3.1 Historical Development of Volleyball

The game of volleyball, formerly named Minonette was founded in 1895 by William G. Morgan, who was a physical education director in the Young Men's Christian Association (YMCA) center in Holyoke, Massachusetts, USA. The game was invented to serve as a not-so-strenuous indoor game or recreational activity to help businessmen, who founded basketball too strenuous or vigorous. Morgan called the sport "mintonette," until Professor Halstead from Springfield College in Massachusetts noted the volleying nature of play and proposed the name of "volleyball." In 1897, a demonstration was held for YMCA physical directors during which the name was changed to "Volleyball" by the Professor. The game soon gained a wide appeal for both sexes in schools, playgrounds, the armed forces, and other organizations in the United States, and it was subsequently introduced to other countries. In 1949 and 1952, The FIVB sponsored world volleyball championships (for men only in 1949; for both men and women in 1952) which led to acceptance of standardized playing rules and officiating.

Volleyball was introduced into Europe by American troops during World War I, when national organizations were formed. Fédération Internationale de Volleyball (FIVB) is the world organizing and regulating body of volleyball. It governs rules, appoints referees for international tournaments and conducts world cups and world championships for both men and women. The Fédération Internationale de Volleyball (FIVB) was formed in Paris in 1947 and moved to Lausanne, Switzerland, in 1984. It now has its headquarters in Mexico.

The body is officially responsible for conducting various tournaments and promoting volleyball and beach volleyball internationally. There are about 220 national volleyball organizations that are members of FIVB. Many of these federations organize volleyball championships and the winners take part in international events. Volleyball became an Olympic sport for both men and women at the 1964 Olympic games in Tokyo. The game of volleyball has experienced stages of development in its history.

In 1923 that the game of volleyball came into Africa. The first few countries that started playing the game then were Egypt, Tunisia and Morocco. With the independence of most African countries, including Nigeria, in the 1960s, National Federations were formed and they were grouped together within regions of the same language.

3.1.1 Stages of Development

For over 20 years, volleyball was played as a leisure game. In spite of its spread in USA and Canada, little did they realize that the game of volleyball would change into the physically and mentally demanding sport that it is today. In 1897, Mr. W. G. Morgan published the first volleyball rules in the Handbook of the Athletic League of YMCA of North America. However, the first official volleyball rules were published in 1916.

At the end of the World War II, the game of Volleyball assumed an international spread, with its introduction to various continents of the world by soldiers and missionaries. As the game spreads all over the World, there were development of rules, new techniques and tactics, national competitions and even championships emerged. In the 2000 Olympics, significant rule changes to international competition were introduced. One of such changes created the libero, a player on each team who serves as a defensive specialist. The libero wears a different colour from the rest of the team and is not allowed to serve or rotate to the front line. Another important rule change allowed the defensive side to score, whereas formerly only the serving team was awarded points.

Many changes have taken place and are taking place in the game of volleyball that you have to work hard to keep abreast of them. These developments have not taken away the original features created by W. G. Morgan. If he were to watch the game today, he would still recognize it because Volleyball has retained certain distinctive and essential elements it shares with other net/ball/ racquet games. Some of these features or elements are: service; rotation (taking turns to serve); attack and defense. As you progress in the game you will identify and master these essential features of Volleyball.

3.1.2 History of Volleyball in Nigeria

Volleyball is said to have come into Nigeria after the first World War with the arrival of American and YMCA traders, sailors and educators. It was later introduced to students in Lagos. By 1964, Volleyball was being played in schools and Army Barracks based in the then two regions of Nigeria - Southern and Northern Regions. The first volleyball association in Nigeria was formed in 1964 and it was that of Lagos, which organized competitions for secondary schools and senior clubs based in Lagos. The Nigerian Volleyball Association was formed in 1970 with J.C. Omoruan as the first Chairman. The first Inter-State Volleyball match in Nigeria was played in March 1968 between Lagos and Western States.

From 1968, Nigeria had organized many national competitions at different levels, like Inter-club, Inter-state or League. These competitions were organized for both male and female players. In addition to national competitions, Nigeria has continued to participate in many international competitions. The achievements from these competitions and the accompanying publicity have made volleyball a very popular sport in the country. You may have played the game of volleyball in your secondary school or watched others play it in your neighbourhood or on television.

SELF-ASSESSMENT EXERCISES

- i. The game of Volleyball originated from -----.
- ii. The game of Volleyball was created in the year -----.

4.0 CONCLUSION

Volleyball has an interesting beginning. It was created by W. G. Morgan of the United State of America in 1895 to keep businessmen who found basketball too vigorous active. It served as a recreational activity, following some stages of development, it became a competitive sport. The game continued to gain popularity leading to its introduction in many other countries of the world. Its international acceptance led to the formation of its international body, the Fédération Internationale de Volleyball (FIVB). Volleyball became an Olympic sport in 1964. The game was introduced into Nigeria after the World War II.

5.0 SUMMARY

In this unit, you have learnt the history of Volleyball. The game was developed in United States of America by a director in YMCA, known as William G. Morgan. The game was first played in Africa by Egypt, Tunisia and Morocco. This unit also taught you that Volleyball has passed

through various stages of development. The developments help its introduction into Nigeria.

6.0 TUTOR-MARKED ASSIGNMENT

1. Volleyball became Olympic sport in the year -----.
2. The body that organizes badminton tournaments in Nigeria is-----

7.0 REFERENCES/FURTHER READING

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UNIT 2 NATURE OF VOLLEYBALL

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Volleyball Resources
 - 3.1.1 Court
 - 3.1.1.1 Court Zones
 - 3.1.2 Net
 - 3.1.3 Ball
 - 3.2 Volleyball Participants
 - 3.2.1 Volleyball Team (Players)
 - 3.2.2 Coaching Staff
 - 3.2.3 Medical Staff
 - 3.3 Position of Players
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Volleyball is a game played by two teams of six players each in a rectangular court, divided into two equal halves across the length by a net tightly stretched between two poles fixed at either sides of the court. It is one of most popular rally games and is widely played across the world. The players try to make the ball touch the ground on the opponent side. When the ball is hit by a team, the opponent team will hit it with their hands to prevent it from touching the ground and to send it to another teammate or to the other side of the court across the net. Only three players from the team can strike the ball successively before they send it to the other team. So, to play Volleyball you need resources like the rectangular court, net, ball among others. Previous unit exposed you to the origin of and developments in badminton. This unit will present the resources you need to play volleyball to you. The information in this Unit will help you to identify these resources.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention the resources needed in the game of Volleyball.
- Discuss the dimensions of the Volleyball court.
- Illustrate the zones in a volleyball court.
- Identify a volleyball ball.

3.0 MAIN CONTENT

3.1 Resources for Volleyball Game

Volleyball is one of the most successful and popular competitive and recreational sports in the world. Do you remember why William G. Morgan created the game? It was to serve as a recreational game. With the passage of time and development in the game, it has become fast, yet exciting and the action is explosive. As a competitive sport, it taps latent strengths, exhibits the best of ability, spirit, creativity and aesthetics. Volleyball allows all players to operate both at the net (in attack) and in the back of the court (to defend or serve). Volleyball is played between two teams on a playing court divided by a net. The aim of the game is to ground the ball on the opponent's court after playing it over the net, and the team works hard to prevent the opponents from doing the same thing. Each team is entitled to three hits before crossing the ball over the net (in addition to the block hit). The resources for volleyball are very simple and not very expensive, which makes the game to be easily accessible to all. They essentially include the court, net and ball.

3.1.1 Court

Volleyball is played in a rectangular court that is divided into two equal halves across the length by a net tightly stretched between two poles and fixed at either sides of the court. The playing court is 18m x 9m and is surrounded by a free zone which is a minimum of 3m wide on all sides, (see figures 46 and 47). For international competitions, the free zone or safety area measures a minimum of 6m from the sidelines and 9m from the end lines.

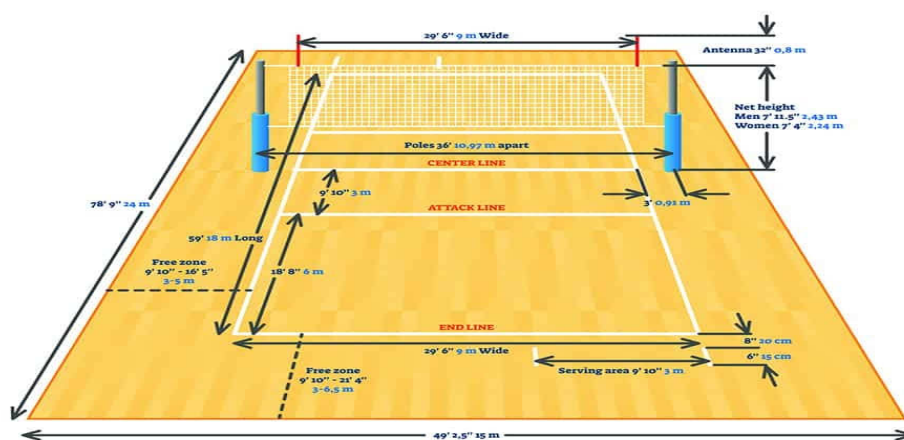


Figure 46: A Volleyball Court. Source: <https://www.homenish.com/volleyball-court-dimensions/>

The court has a free playing space outside the playing area and must be free from any form of obstruction. This measures a minimum of 7m from the playing surface. For international competitions, the free playing space measures a minimum of 12.5m from the playing surface. The surface of the court must be flat, horizontal and uniform. The surface of the court must neither be slippery nor rough, to avoid injuries. The surface must not in any way constitute any danger to the players. On indoor courts the surface of the playing court must be of a light colour. For FIVB and international competitions, only wooden or synthetic surface is allowed.

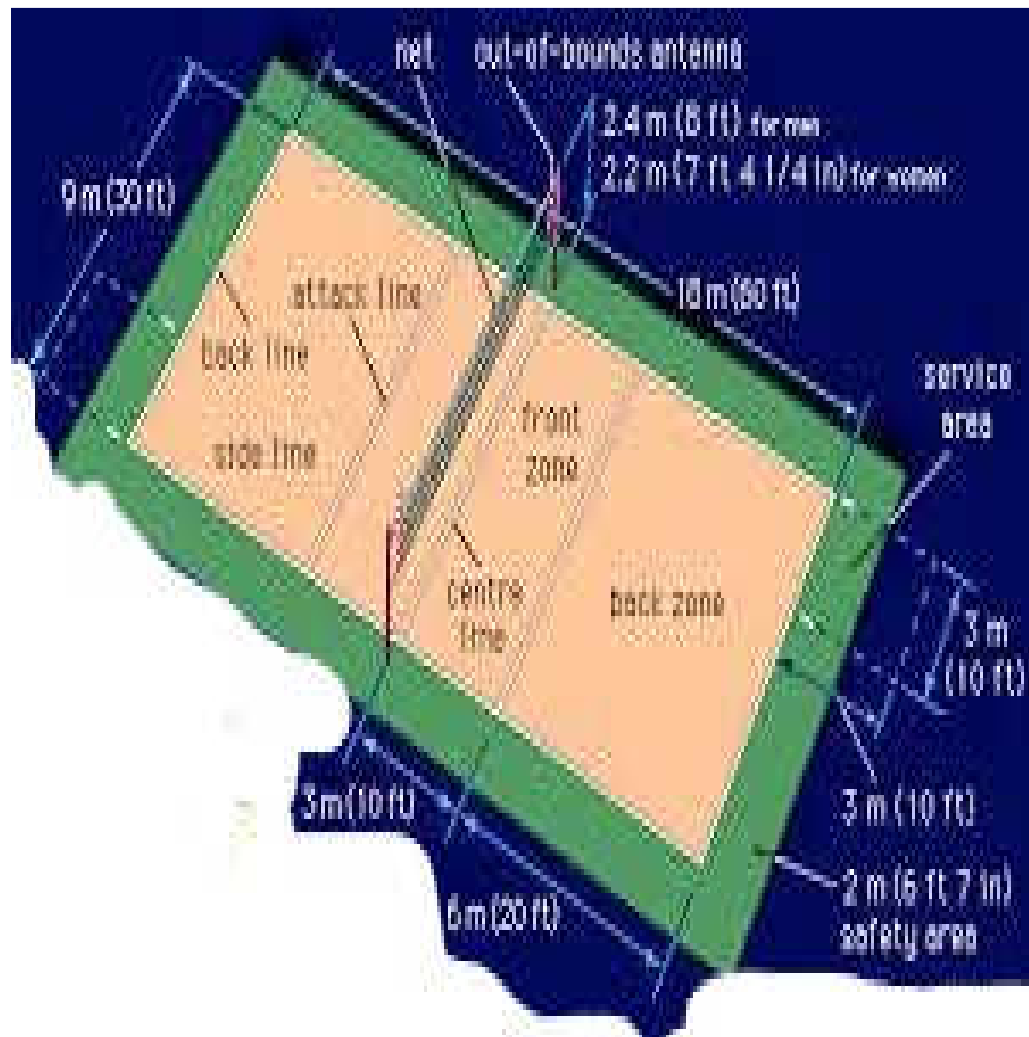


Figure 47: A Volleyball Court Showing White Lines. Source: www.britannica.com

The lines on the court is 5cm wide, and must be of a colour different from that of the floor. For FIVB, international and official competitions, white colours are required for the lines. Other colours, different from each other, are required for the playing court and the free zone, (see figure 47). The playing court is marked by two sidelines and two end-lines, called boundary lines, which are part of the court. They are drawn inside the dimensions of the playing court. The playing court is divided into two

equal halves of 9m x 9m each by a center-line which extends beneath the net from side-line to side-line. Further, the court has an attack line, which rear edge is drawn 3 m back from the axis of the center line and marks the front zone, (see figures 46 and 47).

3.1.1.1 Court Zones and Areas

The playing area consists of the following zones and areas:

1. **Front Zone:** The front zone exists on each court. It is limited by the axis of the centre-line and the attack line drawn 3m back from the axis of the centre line. The front zone is considered to extend beyond the sideline to the end of free zone.
2. **Back Zone:** There exists one back zone on each half of the court and is 6mx9m in dimension. The dimension is taken from the attack line to the end-line.
3. **Service Area:** The service area is used for servicing the ball to the opponent court behind the end lines and has a width of 9 meters. It was at the 1996 Atlanta Olympic games, that the service area was extended from the traditional 3 m to 9 m (30 feet). The player has to be in the service area or zone while jumping or serving. It is laterally limited by two short lines, each 15cm long, drawn 20cm behind the end-line as an extension of the side lines. Both short lines are part of the service zone.
4. **Free Zone:** The playing surface is surrounded by a free zone up to 3 meters on all sides of the court, depicted in green colour in figure 47. The free zone in international courts is 5 m from the longer sides and 8 meter from the shorter sides.
5. **Substitution Zone:** This is limited by the extension of both attack lines up to the scorer's table. It is in this zone that substitution is carried out by the referee. The substitution zone lies between the scorer's table and the attack line.
6. **Warm-up Area:** There are two warm-up areas, located at each end of the bench side corners of the layout outside the free zone. The substitute players are allowed to stay here and can warm up without ball during the rally.
7. **Libero Replacement Zone:** The Libero replacement zone is a part of the free zone beside team benches and between the extended attack line and the end line. The libero is a position that was introduced in the 2000 Olympics.

3.1.2 Net

The net is 9.50m long, 1 m wide and is made of 10cm square black mesh. The mesh may be modified to facilitate advertising or branding according to marketing agreements. At the top of the net is a horizontal band, which is 5cm wide made of two-fold white canvas and sewn along its full length. Within the band is a flexible cable for fastening the net to the posts and its top taut. There is also a tape at the bottom to tie the net to the posts at the lower part. The height of the net, when measured from the center of the playing court is 2.43m for men and 2.24m for women. The height of the net at the two sidelines of the court must be the same and must not exceed the official height by more than 2cm. Figure 48 is a diagrammatic presentation of the net.

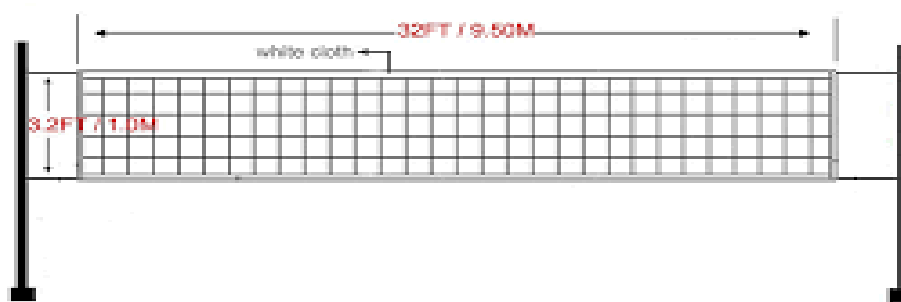


Figure 48: A diagram of the Volleyball Net. Source: www.aliexpress.com

The net has two white bands fastened vertically to the net and placed directly above each side line. The side bands are 5cm wide and 1 m long and they are part of the net. The length of the side band (1.0m) is the height of the net.

The court width is marked on the net with a tape and a flexible antenna extends from the tape marker on both sides of the net. These markings help the referee determine when the ball goes outside the court. An antenna is a flexible rod which measures 1.80m long and 10mm in diameter and is made of fibre glass or any other materials. One antenna is fastened at the outer edge of each side band and placed on opposite sides of the net. The top 80cm of each antennae extends above the net and is marked with 10cm stripes of contrasting colour, preferably red and white. The antennae are considered part of the net and laterally indicates the width of the court in the air. Note that whenever a played ball touches the antennae or passes outside the antennae, the ball is said to be out and it is counted against the team that played it. The played ball must pass between the two antennae.

The net is fastened on two posts, measuring 2.m high for support and they are fixed at a distance of 0.50 - 1.00m outside the side lines. The posts are rounded and smooth and are usually adjustable. Therefore, it should not be fixed to the ground with wires. There shall be no dangerous or obstructing devices and for FIVB competitions, they should be padded.

3.1.3 The Ball

The ball is spherical, made of a flexible leather case with a bladder inside made of rubber or a similar material. Volleyballs are available in various colors. The colour of the ball must be uniform and light or of many colours preferably yellow and blue. For international competitions, only FIVB approved ball are used. See figure 49 the image of the ball.



Figure 49: Image of a FIVB Approved Ball and a Sketch of Ball with Dimensions. Sources: www.volleycount.com; www.dimensions.com

The circumference of the ball is between 65-67 cm and its weight is 260-280 g. Its inside pressure shall be 0.30 to 0.325 kg/cm². For a match, the balls used must uniform. They must have the same standards when it comes to circumference, weight, pressure, type, colour, and in any other consideration.

Outside the court, ball, net and post, there are other materials that should be considered for a successful Volleyball game. These materials are personal to the players and include uniform and sports shoes. The uniform includes the jerseys, shorts and socks. The colour and the design for the jerseys, shorts and socks must be uniform for the team (except for the Libero). The uniforms must also be clean. Jerseys of a team has to be of a different color from that of the opponent. Number must be placed on the jersey at the centre of the front and of the back, with colour and brightness that contrast with the colour and brightness of the jerseys. The sports shoes must be light and pliable with rubber or composite soles without heels.

3.2 Volleyball Participants

Who are the participants in the volleyball game? The participants in the game of volleyball consists of the two teams, their coaching staff and the medical staff. They are the persons accredited for the Volleyball match. They all, however, form a team.

3.2.1 Volleyball Team

A team comprises of a minimum of 12 players. During a match, only six of the players recorded on the score sheet may enter the court and play in the match at any given time. The moment the coach and the captain sign the score sheet, the recorded players cannot be changed. Each team is entitled to register a libero who is a defensive player and is one of the 12 players. The players have personal materials. Do you remember these materials? They are the jerseys, shorts, socks and sports shoes. The jersey, shorts and socks as you have learnt are expected to be uniform for each team. Remember too that for each team, only the libero is allowed to wear a different coloured jersey.

The player's jersey should be numbered from 1 -20 and no player or team should play without numbered jerseys. Where should the number be placed? The number should be placed on the jersey at the centre of the front and of the back. The team captain should have on his/her jersey a stripe underlying the number on the chest. All the players in a team put uniform jersey with the exception of the libero (see figure 50). No player is allowed to wear objects that have the potential to cause injury or give artificial advantage to the player.



Figure 50: A Nigeria Volleyball Team Uniform. Source: www.brila.net. The captain is at your left end with the liberoes at the center. Can you their jersey numbers?

Every team has team leaders. The team captain and the coach are regarded as the team leaders. They are responsible for the conduct and discipline of their team members during the match. Before the commencement of every match, the captains will represent the teams in the toss and also sign the score sheet. During the match and while on the court playing, he/she acts as the game captain, but when not playing, another player is designated as the game captain, who play this role until the team captain gets back into the court.

During the match, the captain is not only a player. It is only the game captain who speaks to the referees when the ball is out of play. In such situation, he/she can ask for an explanation on the application or interpretation of the Rules or submit the questions or requests of his teammates. If he/she is not satisfied with the explanation, he/she will immediately indicate his/her disagreement, and this shall be so recorded in the score sheet as an official protest. The team captain can also ask for authority to change equipment -jersey, shoes or ball; verify the positions of the teams, and check the floor, net or ball as the case may be. Further, the team captain can ask for time-outs and substitutions.

When the match ends, the team captain thanks the referees and signs the score sheet to ratify the result. If there was any expressed disagreement during the match, with the first referee then this should be confirmed and recorded on the score sheet as an official protest. You can see that if you play as a team captain, you indeed have great responsibility. If you are in charge of a team, it is important you bear the responsibilities of a team captain in mind.

3.2.2 Volleyball Coach

The coach is a very important part of a volleyball team. It is his responsibility to conduct the team's play but this is done from outside the playing court. He/she selects the team's starting line-ups, their substitutes and ask for time outs so as to give instructions. In performing these functions, the second referee is his contact.

Before the match begins, the coach makes sure that the players' names and jersey numbers are correct in the scoresheet. If all the information are correct, he/she signs the scoresheet. When the match begins, the coach gives the scorer or the second referee the lineup sheets duly filled in and signed. He/she does not play with the players in the court, but sits on the team bench closer to the scorer. However, the coach may temporarily leave seat. The coach can request for time-outs and substitutions. He/she may give instructions to the players on the court but while sitting on the bench or standing or walking within the free zone, without constituting a disturbance to the match.

There is an assistant coach in the coaching staff. He sits on the team's bench, but has no right to interfere in the match. In case the coach has to leave the bench for any reason, the assistant coach takes over at the request of the games captain and with the approval of the first referee.

3.2.3 Medical Staff

Medical Staff provide medical coverage to other team members before, during and after the match. They form important members of any sports team. The medical team consists of one team therapist and one medical doctor. Only those listed for the competition are allowed to enter the controlled areas of the playing area.

3.3 Positions of the Players

At the service, players are required to be within the court in two lines of three players. The players along the net are front row players and occupy positions 4 (front left); 3 (front centre) and 2(front right). The other three players are back row players occupying positions 5(back left), 6(back centre) and 1 (back right). See figures 51 and 52 that illustrate the position of the players in the court at service. The positions of players are determined and controlled by the positions of their feet contacting the ground. Once the ball is served, the players are free to move around and occupy any position on their court and free zone. Remember, the coach has the right to change the position of the players at the beginning of each set or he may maintain them. A positional fault will be committed by a team, if by the time of ball hit, a player is not in his correct position.



Figure 51: The Positions of Players at Service. Source: www.strength-and-power-for-volleyball.com

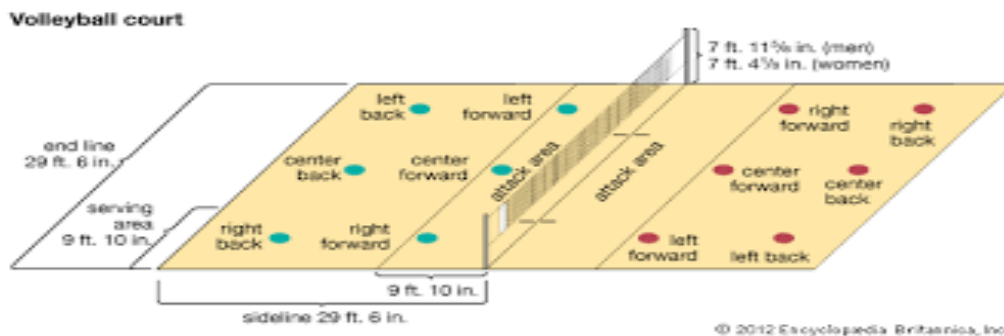


Figure 52: A Volleyball Court showing Positions and Roles of the Players at Service. Source: www.britannica.com

The rotation of the players in the positions shown in figures 51 and 52 is determined by the team's starting line-up and controlled with the service order and players' positions throughout the set. When the receiving team gained the right to serve, its players rotate one position clockwise, that is, the players with position 2 rotates to position 1 to serve and player in position 1 rotates to position 6. A rotational fault is committed when the service is not made according to the rotational order. Follow the arrow in figure 53 to learn the rotation direction.

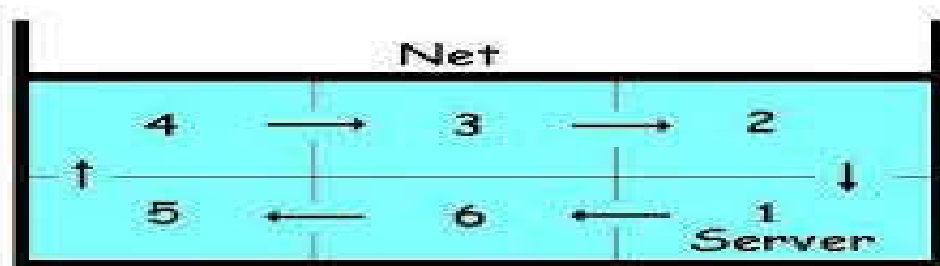


Figure 53: Illustration of the Rotation Direction. Source: www.pinterest.com

SELF-ASSESSMENT EXERCISES

- i. The height of the net at the center for men is -----.
- ii. The playing court is divided into two equal halves of -----

4.0 CONCLUSION

Volleyball is played between two teams on a playing court divided by a net. The aim of the game is to ground the ball on the opponent's court after playing it over the net, and the team works hard to prevent the opponents from doing the same thing. Each team is entitled to three hits before crossing the ball over the net (in addition to the block hit). The resources for volleyball are very simple and not very expensive, which makes the game to be easily accessible to all. They essentially include the court, net with post and ball. Your uniform dress and shoes are very important for you to enjoy the game of Volleyball.

5.0 SUMMARY

In this Unit, you have learnt important things about the human and material resources for the game of volleyball. The court must be rectangular, flat and smooth but not slippery or rough. You also learnt that the court has smaller courts within – the left and right service courts. This Unit also taught you the factors to consider when dressing your team. Their cloth must be uniform except for the libero, who dresses in an entirely different colour from the rest of the team. The Unit further gave you the responsibilities of the team captain, coaching staff and medical staff.

6.0 TUTOR-MARKED ASSIGNMENT

1. The attack line away from the axis of the center line by -----
2. The player who wears a different colour of jersey is the -----

7.0 REFERENCES/FURTHER READING

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UNIT 3 SKILLS OFF VOLLEYBALL

CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
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- 5.0 Summary
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- 7.0 References/Further Reading

1.0 INTRODUCTION

Volleyball is a game you will enjoy if you must master the various skills that are involved in playing it. The skills are: service, forearm pass, dig pass, set, volley, spike and block. You also need to learn the structure of the game to enable you understand what goes on in the game from the beginning. Structurally, the game begins with a toss. Before the match starts, the first referee carries out a toss to decide upon the first service and the sides of the court in the first set. If a deciding set is to be played, a new toss will be carried out. The toss is taken in the presence of the two team captains. The winner of the toss chooses either the right to serve or to receive the service, or the side of the court. The loser of the toss takes the remaining choice. The two teams are now set to play. There are seven skills in Volleyball that you must master to enjoy the game. This Unit will teach you these skills.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention four skills in volleyball.
- Demonstrate the service.
- Discuss the set.
- Demonstrate the dig pass.

3.0 MAIN CONTENT

3.1 Offensive Skills

Sports are enjoyed by individuals who have good movement skills, body control, balance and consistency in the use of correct techniques. Volleyball allows only one rebounding contact. Therefore, if you have excellent depth perception and natural tracking skills, you very are likely to have a good perception of where the ball is going and to get yourself into position for a positive contact. What do you need to achieve this level of perception? You need constant practice with emphasis on perfect form. Such repetitive practice will enable to enhance skills in Volleyball. The skills in Volleyball are grouped into offensive and defensive skills. This classification is necessary to help you focus on the specific purpose of each skill.

Volleyball has several offensive skills that every volleyball player must master to play at his/her best. The offensive skills are service, forearm pass, set, volley and spike. They are attacking skills.

3.1.1 The Serve

In volleyball, the rally starts from the service, and it is very crucial to the success of any volleyball team. You are expected to display very high levels of consistency and accuracy, in addition to power and putting more action on the ball. Bear it in mind that you serve to score a point, not only to put the ball into play. Therefore, strive to direct the served ball to a player who is a weak receiver; has just committed an error; newly substitute; is upset over the last play; or is tensed up. Further points that will help score a point from service include aiming for a spot in the court that is: (1) in the seam of receiving responsibility between two players; (2) open; (3) requires a back step for a strong attacker; (4) requires the best attacker to receive the ball or alter the approach, and (5) in the setter's path. You can also pick a key player and continue to serve to him in an attempt to wear him out.

There are two main types of service, although there are variations of the two. These are the underhand service and overhand service. There are also the advanced serving techniques, like the jump serve and the windmill service. Players are becoming very interested in the jump serve. Its popularity was enhanced when it was decided that net contact on a serve does not end play and more players are comfortable attacking from the back row. The critical elements of an effective jump serve are the toss, the footwork required to jump properly, and the ability to coordinate the arm swing and hand contact to the proper spot on the ball.

3.1.1.1 Underhand Service

The underarm service is very easy to learn and control. Every Volleyball player is required to master this service. So, you will master it. It requires very little strength in comparison to the other types of services. The ball is more easily controlled; it is very easy to avoid faults and place ball on target. It is also easy to receive, so, rallies would not be aborted at the beginning of the game. How is this easy service executed?

You start the execution of the underhand service by placing your left foot forward with both knees slightly flexed. Keep the body weight down, more on the rear foot. Hold the ball at waist level with the ball resting lightly on the palm of your right hand, shoulders square to the net, eyes on target and use open hand. Taking a long backswing with your striking arm, hit the ball below its midline with the heel of your hand. Transfer your body weight to the front foot as the arm swings forward. Before you make contact with the ball, lift the ball a little up into the air with your left hand and in line with the arm swing. Then move smoothly into the court and take defensive position in preparation for the next play. The underhand service is illustrated in figure 54.



Figure 54: Illustration of the Underhand Service. Source: www.creatwebquest.com

Though this service is very easy, there still exist a common error that you must work hard to correct where they exist. The error can be traced to the hitting hand and arm swing; the holding hand, or weight transfer. The error is: the ball going up more than forward and does not travel over the net – To correct this error, the arm swing and weight transfer should be smooth, united and in a forward direction.

3.1.1.2 Overhand Service

Like the underhand service, there are various types of overhand service. These include the tennis, overhand floater, overhand spin. The overhand float service is the most common, and effective of all. The overhand float service has no spin and is more powerful than the underhand service. It moves in an erratic unpredictable path as it approaches the opponent. You start this service by placing the ball in your extended tossing hand, (your left hand if you are a right hander and right hand if a left hander), with your left hand toss the ball about 2-3 feet up in the air in front of your front foot and close to your body. You do not need to step forward or lean backward to contact the ball. Any of these might happen, if you toss the ball too forward or backward. You are to toss the ball without spin, then hit it with as little hand-ball contact time as possible.

When executing this service stand with your shoulders square to the net before ball contact, toes of your forward foot should point toward your intended target. The body weight should be on your hind leg so as to be able to transfer it to the front foot as you the ball hit. Always keep your eyes on the ball. Contact ball with the bed of open hand in a five-point fashion where the five fingers contact the ball, arm at full extension with the wrist stiff and hand-ball contact time should be low, emphasizing bow and arrow pattern. There should be a follow-through of the service arm, the weight transfer is emphasized in hip area, with the server moving quickly into the court, ready for a defense. Click on the following link to watch the video on this service: <https://www.youtube.com/watch?v=TDyvSUVVM6tk>. Figure 55 presents pictorial steps in the overhand serve.

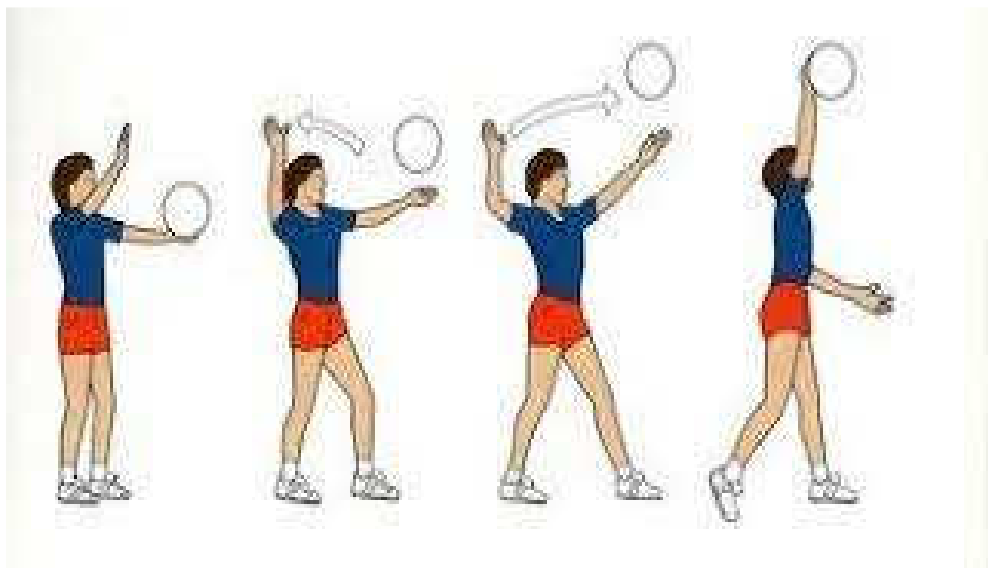


Figure 55: Illustration of the Overhand Serve. Source: www.quora.com

When practicing the overhand serve, watch out for some errors with the toss and follow the provided suggestions to overcome them. This is important because your success in overhead service depends mostly on your ability to make an accurate and consistent toss. Hence, the need for you to practice, practice and practice the toss. The errors include:

1. Tossing the ball right into the net – To correct this error, toss the ball slightly ahead of the hitting shoulder and directly in front of your body.
2. Tossing the ball out of bounds, over the end line or over any of the side lines – You correct this error by tossing the ball directly in front of the hitting shoulder.
3. Poor body coordination causing you to perform non-essential body movement – The correction is to resist the urge to take steps when tossing or contacting the ball. All other movements should be directed toward your intended target.
4. Lack of power on the serve – Correction to this error is to toss the ball directly in front and slightly ahead of your hitting shoulder. The ball should be contacted with the heel of a wide-open hand. Weight transfer takes place at contact.

3.1.2 Passing

Passing is another very important offensive skill in volleyball. There are two main offensive passes. They are the forearm pass, popular among beginners and, for more experienced players, the overhand pass.

3.1.2.1 Forearm Pass

The forearm pass is used to contact and control the first ball sent over the net by the opponent. It is performed by bringing the two forearms together to work as one surface. It is a pass to emphasize ball control. The forearm pass is also known as under hand or dig pass. It is always encouraged that you learn it first because of its uniqueness to volleyball, and many players find it difficult to use the fore arm to propel the ball. In addition, the forearm pass allows the you to pass the ball with better accuracy, and handle low balls and spikes. Forearm pass is illustrated in figure 56.

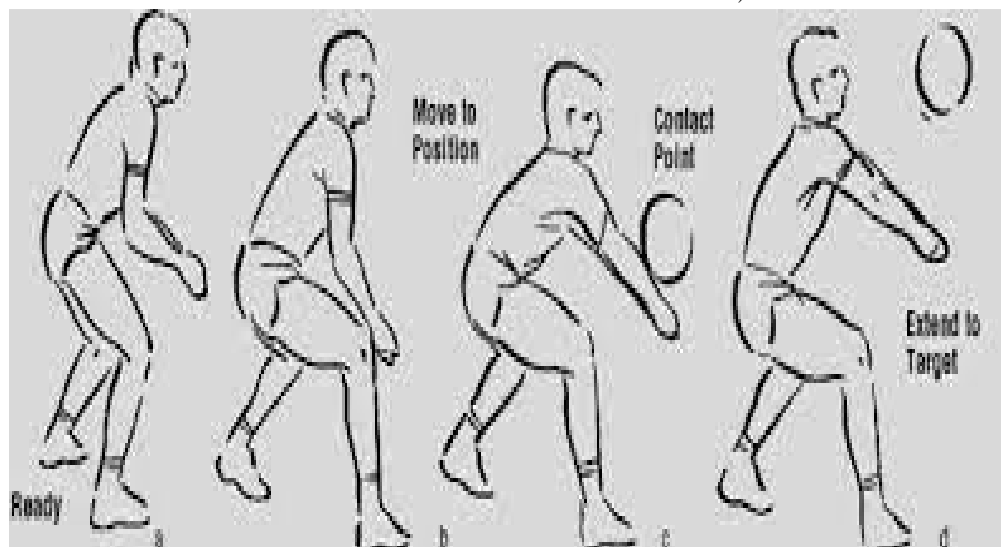


Figure 56: Illustration of Forearm Passing Steps. Source: www.volleyballwinnipeg.ca

You will observe from figure 56 that the ball is not to be played with open palms. You start in a relaxed stance, (with the legs slightly flexed) to receive served ball, ready to move comfortably in any direction to intercept and control the ball. To perform the forearm pass, you lean forward so that your arms hang toward the floor and are naturally straight. You can then use any of the following methods or positions to create the passing surface:

- (1) Clenched-fist position is good for you. The hands should be clenched in a comfortable and effective manner that will give a good rebound for you. You clench the fist with the thumbs placed parallel and on top of the index fingers. The remaining fingers are wrapped around the closed fist. This is the most popular method used for passing.
- (2) There is also the curled-finger position, which allows for more outward rotation of the forearms. The hands are held open, with the palms facing upward. The fingers are then curved and the thumbs held parallel to create a flat surface.
- (3) The forearm pass can also be executed in the thumb-over-palm position. In this position, a maximum outward rotation of the forearms is possible and this creates a formidable flat surface. The thumb of the bottom hand is folded over the top hand. Hands are pointed toward the floor in order to rotate the forearm outward to create a flat rebounding surface.

The follow-through of the arms and knees depend on the speed of the approaching ball and the intended target. The player's weight is transferred

forward with the eyes following the ball to the intended target. There are some common errors associated with the forearm pass. Please, consider them with their possible corrections. The following are some of the errors:

1. The arms follow through above shoulder height. You can correct this error by allowing the ball to drop to a lower position. The arms will then be at an angle that will project the ball forward toward the target.
2. Contacting the ball near the elbows and too close to the body – You are to play the ball out in front and slightly to the left of your body to obtain a left to right ball movement, which is used for passing to a setter. The contact point should be closer to the wrists than to the elbows.
3. Getting into a low position by spreading the feet further apart and bending at the waist - Your feet should be no more than shoulder width apart. Bending at the knees puts the arms at an angle that project the ball high and easy to the target area. So, keep your back straight as you move under the ball, touch the floor with your hands to stay in a low position.
4. Imparting force to the ball by the swing of the arms – Let the force come from the extension of the knees and the forward, upright action of the body.
5. Ball not directed toward the target – Your passing surface should be even and flat.

Morakinyo (2000) provides the following forearm pass learning hints which is considered to be helpful to you:

- (1) **Passing a Held Ball**
With a partner; who holds the ball loosely towards you at waist level, use the forearm pass techniques to hit the ball out of partners hands so that it is directed over his/her head. Your partner retrieves the ball and the drill continues.
- (2) **Partner Pass Drill**
Your partner tosses the ball to you, use the forearms to pass the ball back to him/her. Your partner should not take more than a step in any direction before catching the ball.

(3) Continuous Form Pass

Throw the ball to yourself, Using the forearm pass technique, keep the ball in the air Hit the ball 8-10 feet high, staying within a 10 feet square.

3.1.2.2 Overhead Pass

This is one of the most difficult skills for beginners to learn, because of the fear of getting their fingers injured. This fear creates in them tension when attempting to play the ball. To minimize the fear of injury, beginners can start learning by playing a ball that: is dropping from a great height; does not have time to accelerate, and tends to feel light.

The execution of this skill requires that stand with the two legs shoulder-width apart with one slightly ahead. Flex your knees and ankles to keep the body low, thereby allowing the ball to drop. The hands are above the forehead and flexed at the elbows with the fingers forming a cup and the thumbs should be back to form a window down which the player can look at the coming ball. The ball is contacted with the first joint of fingers and thumbs. As the ball is contacted, the arms and legs should be extended. There should be total body action used and timed to occur during ball contact. The hands should be wrapped around the ball with thumbs back. The total body action should be up and forward as illustrated in figure 56.

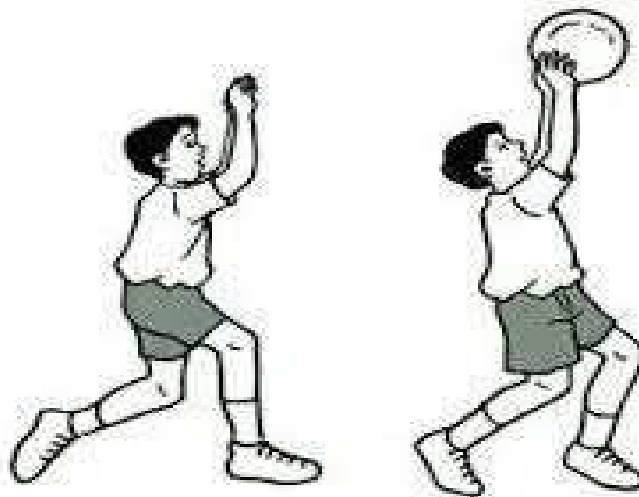


Figure 56: An Illustration of the Overhead Pass. Source: www.minsnia.com

Your arms are to be extended toward target, the weight transferred forward and there should be a quick movement in direction of pass.

Errors are committed during overhead pass. Any of the following can be a source of the errors: (1) The way the ball contacts the hand; (2) How the

body imparts force; or (3) The direction of the weight transfer. Some of the common errors and their corrections are:

1. Ball remains in contact with the hands too long – The ball must not contact the palms of your hands. Contact should be with the upper two finger joints only. When teaching others, avoid using the phrase - contact the ball with your fingertips. Using the phrase can lead to incorrect technique. The thumbs should be behind the ball, and the hands placed on the sides of the ball rather than directly behind it.
2. Ball made to travel straight up instead of forward toward the intended target – Try to direct the ball forward by transferring the weight, keeping the upper body at a slight incline, and directing the hands and arms toward the target. This will help correct the error.
3. Ball not reaching the desired distance – This error can be corrected by waiting for the ball at a low position, with both arms and legs bent when the ball is contacted, the arms and legs should be extended, thereby transferring the force of the body weight into the ball.

3.1.3 Set

To set means to put the ball in position for a spiker to attack it. Setting is played with either the overhead pass or the forearm pass. The act of setting is performed by a player who plays the role of a setter. A player that is excellent in the overhead passing skill is selected to be the setter. A team can employ the services of two setters or one setter depending on the system and strength of the team. As a setter, you should be able to execute the front, back and lateral types of set. Whichever type that is being executed, it is important that the set be the most consistent play in the game.

How is the set executed? Watch the YouTube video in the following link; to learn how to set the ball in volleyball: <https://www.youtube.com/watch?v=QHJYWA5JkzY;> <https://www.youtube.com/watch?v=6RvFE3OLChI>. In the videos, you will observe that the setter gets to target area and waits for the passed ball. With shoulders square to target, right hand should be held high as target for the passer. The setter positions his/her inside foot forward and lean his/her body backward slightly at the waist. The hands are positioned on the sides of the ball, thumbs back and contact with the upper two joints of fingers. The two hands form a triangle, (fig. 57). The arms and legs should be extended forward toward target. The setter consistently puts the ball

high to the outside positions. Figures 57, 58 and 59 shows you images of the steps in the technique.



Figure 57: Illustration of the hand position when setting. Source: www.wikihow.com



Figure 58: Illustration of the Position of the Thumb and the Index Finger at Set. Source: www.volleyball-basic.weebly.com



Figure 59: Illustration of the Release and Initial Follow Through. Source: www.stpaul.gov

There is a follow through at set. As a follow through, extend the arms and point them toward the target, (see figure 59). The weight of your body should be transferred forward and upward. Then follow the direction of set for coverage with the body low and ready for the next play.

The overhead pass is mostly used for the set. Therefore, the set should be accurate in height, distance and placement. The following are some common errors among some the setters that you should watch out for and correct:

1. Ball Contacts the palms. How do you correct this error? Place your hand on the ball so that the upper two joints of the fingers are all that actually make contact.
2. Ball goes up and miss the intended target. Correct this error by properly extending the arm and the weight transfer must be forward toward the target. Position your shoulders square to the target and your right foot as the setter, must be forward.
3. Setting the ball low – Make sure that the weight transfer, and the arm and leg extension are done in a forward and upward direction.

3.1.4 Spike (Attack)

There are three sequential ball contacts that form a successful volley. The third contact is a spike for a point or side-out. The two preliminary contacts are designed to set up the third contact, which is the attack, by giving a player a full, high swing at the ball. Result oriented attack depends on the ability of one of the eligible front-row players to take a full swing at the ball with the purpose of terminating the play. If your team is able to determine the area of the set and the speed of the attack, you can keep your opponent off-balance. However, if your team is unable to attack the third ball, it will reduce the effectiveness of the play and provide no guarantee that the offense will succeed on that particular swing. Your opponent immediately gains points when you commit attack errors. There are three attack techniques in volleyball. They are - the dink, the off speed spike and the hard-driven spike. These three techniques are very important in volleyball since varying the attack is the best way to throw off the opponent's defense. However, the dink is not common among players. Hence, attention is placed on the off speed spike and the hard-driven spike.

3.1.4.1 The Off Speed Spike

In volleyball, you are more effective as an attacker when you have more attacking skills. Your success depends on your ability to make the approach, the jump and the arm swing, irrespective of which mode of attack you plan to execute. The most important thing is that the defensive players should not be able to predict the attack. The off-speed spike is more effective when used infrequently and when directed toward a definite weakness in the defense. To execute this skill, you begin the approach when the ball is set and is at the highest point. Starting from a standing point with legs wide and weight forward, expecting the line of approach. Throughout the approach, you are to concentrate very well. To gain height, you should forcefully swing your arm. Contact the ball in front of the hitting shoulder with full arm extension. The heel of the hand

should be cut into the ball and rolls fingers over top of the ball and snap the wrist down. After the contact, your hand should follow the target in a follow through. Then land on both feet with knees bent to cushion the landing.

Watch out for the following errors as you execute the off speed spike, with view to correcting any when identified. The errors are as follows:

1. Hitting the ball into the net or not clearing the block - Contact the ball close to and just in front of the hitting shoulder. Contact should be at the lower back half, with your arm fully extended.
2. Stopping the approach and waiting for the set or even taking steps backward to adjust to the set - You are to wait until the set ball reaches its highest point before determining where it will go and then make an approach.
3. Contacting the net with any part of your body - Learn to use good heel plant to change forward momentum into upward momentum. The set should be 1 meter away from the net.
4. The hit ball not falling to the floor quickly enough – Contact the ball on its lower back by cutting into the ball with the heel of the hand and roll the fingers over the top of the ball by snapping the wrist.

3.1.4.2 Hard Driven Spike

If you master this skill, you will be appreciated by most, if not all volleyball enthusiasts. Hard driven spike is the most exciting play in volleyball. Good spikers usually receive the greatest amount of attention from teammates and fans. So, practice and learn this skill very well.

How is hard driven spike executed? Start by standing with feet slightly apart, weight forward, waiting the approach. Concentrate on the ball throughout. Start your approach when the set ball has reached its highest point. Make sure you time your approach very well, including the last two steps when you take a long last step by jumping forward and contact the floor first with the heel of one foot and then with the heel of the other foot, your body weight then rolls from both heels to the toes as you take off. During the take-off, there should be a forceful arm swing to enable you gain height. In the image in figure 60, the spiker is in the air ready to contact the set ball.



Figure 60: An Image of a Spiker. Source: www.istockphoto.co

Contact the ball in front of the hitting shoulder with the solid heel contact and strong wrist snap. There should be full arm extension that leads to the follow-through. At the follow-through, the hand forcefully follows the direction of the ball. You are to land balanced on both feet with bent knees to absorb the landing impact. There are some errors associated with the execution of the hard driven spike. Some of them are provided for you to note and correct them when you notice them.

1. Ball hitting the net or does not clear the block - To correct this error, contact the ball close to and just in front of your hitting shoulder. Contact the ball on its back lower half, with your arm fully extended.
2. Stopping the approach and waiting for the set or even taking steps backward to adjust to the set - Always wait until the set ball reaches the highest point, then you can say for sure the point it will go, and start your approach to that point.
3. Making contacts with the net – This is an error. You should learn to use good heel plant to change forward momentum into upward momentum.
4. A low jump - It is important that when your two feet take off is executed, your heels must be planted first to convert horizontal momentum into vertical momentum. Swing your two arms forcibly upward.
5. Spike going out of bounds over the end line - Contact the ball in front of the hitting shoulder with the heel of your open hand at the center back of the ball with a forceful wrist snap bringing the fingers over the top of the ball.

3.2 Defensive Skills

In volleyball, one great defensive play can make a big difference in how much a team gains from the game. To have a good game's outcome, teams must win real points in addition to the side-out points. The first way to score a real point is with an ace serve. However, a more realistic way of achieving a good game's outcome is a team's ability to block or dig an attack and then transit to an offensive technique.

3.2.1 Block

This is a defensive skill executed by one, two or three players who attempt to intercept the ball near the net. Only front court players are allowed to block. Blockers are allowed to reach over the net as far as possible without touching the ball before the attacker. The purpose of the block is to shield away a section of your court from the opponent's attacks. As you learn the block, note that the footwork, jump penetration or the combination of the two should be learnt. You are to learn the footwork to such an extent that it becomes natural with you. There can be single, double or triple block. In such situations, the hands of all the blockers should be close enough together that the ball cannot pass through them.

The block must be well executed. In executing this skill, you must concentrate on the attacker. From a half-squatting position, you jump, reaching over and across the top of the net and position your hands to both sides of the attacker's hitting arm. Your arms should extend and reach from the starting position with no swing. You are to jump after the attacker's jump and should delay your jump when the attacker is off the net. You are to land on both feet, with the knees flexed to cushion the impact of landing. Withdraw your hands quickly after ball contact. As you land, turn from off the net quickly and prepare for the next play. Figure 61 shows an image of two players executing block.



shutterstock.com · 542918542

Figure 61: A Image of two Players Blocking an Attack. Source: www.istockphoto.com

There are some errors that have been observed among blockers. The most common among them is the tendency to keep their eyes on the ball instead of the attacker. Blockers must endeavour to keep their eyes on the setter to ascertain the direction of the set ball. Why? This is because it is when the attacker's hand moves towards the ball, that the blockers can now keep eyes on the arms and the ball, this will enable them to place their hands on the ball. Other errors are:

1. Blocker not lining up properly on the attacker - As a blocker, you must watch the attacker and not concentrate on the ball. If you jump to block a ball that an attacker does not choose to spike, this shows that you must have been watching the ball.
2. Returning to the floor as the attack is being made - Concentrate on the attacker and not the ball. Only jump after the attacker jumps.
3. The ball falling between the block and the net - This is a very serious error and is considered the worst. Though you may have good position, turning, and contact, but the result is nothing but negative. The blocker must penetrate the net to keep the deflected ball on the attacker's side.
4. The ball deflecting off the hand and goes out of bounds -When blocking outside, turn the hand that is closer to the side line so that when the ball is deflected off the hands, it is directed back into the opponent's court.
5. Landing off balance or on one foot – Work hard to correct this error when noticed. This is acceptable in advanced volleyball, but not so for beginners. Learn to land on both feet. It ensures balance and larger base for cushioning the landing effect for as a beginner.

3.2.2 Dig

The next defensive skill to the spike is the dig. The dig as you will see, is another exciting volleyball skill that appeals to the spectators. When the spike goes past the block, the backcourt defensive players have the responsibility to dig the ball to keep it in play. The longer the rallies between the two teams, the more exciting the match. A good digging team is as exciting for spectators to watch as a good attacking team.

As a defensive player, you should read your opponent's play and position yourself on court's most advantageous area. Your body posture should be low. Then, step to the ball, so that you position yourself before the ball. Cushion the force of spike, keep the ball on your own side of the net, digging the ball high and toward the center of the court. If the ball is hit

low with velocity, you need to use your forearms to cushion the contact and allow the ball to be absorbed (figure 62). Do not allow the ball to come to rest, resulting in an infraction whistled by the official; thus, too much cushion can cause an illegal contact. Ideally, in digging a hard-driven ball, you allow the ball to rebound from the platform in such a way that it remains on your side of the net and the setter can position himself or herself near the net, allowing him or her to set more than one attacker. If a ball is coming toward you, the digger, in a serve-like fashion, you would choose to use the forearms to pass the ball, as you would do in receiving a serve. Avoid digging the ball so low that the back-row setter has insufficient time to meet the ball and make a good attempt to set a spiker. In the follow-through, transfer your body weight forward, with the platform directed to target with a little arm swing and should recover quickly preparing for the next play.



Figure 61: Hand Position for Digging. Source: www.istockphoto.com

Digging is very difficult to master, because of the force of the spike and the limited amount of time that it takes the ball to travel from spiker's hand to the defender. This makes the dig more of a reaction play than a preparation play.

SELF-ASSESSMENT EXERCISES

- i. The toss in Volleyball is carried out by -----.
- ii. The forearm pass is also called the -----

4.0 CONCLUSION

Every game requires that you master some basic skills. Volleyball is not an exception. The service is an important skill that makes a great difference in any Volleyball game. Without a good service, your performance will be below expectation. When you master the service, it is very important you follow the rules guiding the service. The other offensive and defensive skills, when well executed, yield desired results and sustain the attraction of the spectators. It is therefore, very important that you master these skills. Further, when you have mastered these skills, you are prepared to progressively teach others how to play the game.

5.0 SUMMARY

In this Unit, you have been taught how to play the game of volleyball. You have learnt that like many other games, the game of badminton starts with a toss, where the referee tosses the coin and one player calls 'Head' and the opponent 'Tail'. You also learnt that the service puts the ball into play. The offensive and defensive skills are important skills you must master to enjoy the game of Volleyball. The Unit further you with some points, illustrations and videos that can help you learn the game of Volleyball and even teach others as well.

6.0 TUTOR-MARKED ASSIGNMENT

1. The following are offensive skills except -----
2. The block is executed by -----

7.0 REFERENCES/FURTHER READING

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UNIT 4 RULES AND OFFICIALS OF VOLLEYBALL

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1.0 INTRODUCTION

To ensure a uniform play and avoid injury in the game of volleyball, like in every other game, rules are very important. The rules guide the players, coaches, officials and spectators and help them to understand the game. The rules guide the game from the toss through service to the point that determines the winner of the game. This unit will introduce you to some of the basic rules of Volleyball. The dimensions of the facilities and equipment (resources) you learnt in Unit 2 are products of the rules of the game. In this Unit, you will specifically learn and apply the rules guiding the service in volleyball game. You will identify some service faults in this Unit. You will also learn some play action terms in the rules. This Unit will further expose you to some officials of Volleyball game. This Unit will help you use Volleyball rules to your advantage and to become a better player.

2.0 INTENDED LEARNING OUTCOMES (ILOS)

By the end of this Unit, you will be able to:

- Mention two rules guiding the service.
- Identify five service faults.
- State two basic rules in Volleyball.
- Describe the responsibilities of the first referee.

3.0 MAIN CONTENT

3.1 Rules Guiding Volleyball Service

Remember, the serve is the act of putting the ball into play by the back right player, placed in the service zone. The first service of the first and fifth set in a match is determined by the toss, (the toss you have learnt about). The other sets are started by the team that did not serve first in the previous set. The order of service is determined by the one recorded on the line up sheet. After the first service in a set, the order of service is determined as follows:

1. When the serving team wins the rally, the player (or his substitute) who served before, serves again;
2. When the receiving teams wins the rally, it gains the right to serve and rotates before serving. The player that moves from the front-right position to the back-right position will serve. The service shall be executed within the service zone of the court, and none of the line shall be touched at the moment of hitting the ball.
3. A let serve is allowed. This mean that if a served ball touches the net, it is allowed.

The authority to serve is to be given by the first Referee after having checked that the two teams are ready to play and the server is in possession of the ball. After the whistle, the ball must be served within eight seconds. There is no service attempt. The served ball which touches the net and crosses into the opponent's court, is a good service. A fault can be committed at service. What is a fault? Remember, a fault is a playing action that is contrary to the rules or a rule violation other than a playing action. The following are some service faults:

1. Serving out of order;
2. Not executing the service properly, like - tossing the ball before hitting;
3. Violating the rule of service attempts;
4. Served ball touching a player in the serving team before crossing the net;
5. Ball goes out bound and
7. Server touching the base line with his/her foot/feet.

3.1.2 Basic Volleyball Rules

You have considered most of the basic rules in Units 2 and 3. However, it is important you reconsider them specifically as rules to enable you

enjoy all aspects of the game. The basic is presented to cover players in a team, contacts, back row attacks, antenna, in or out situations and points.

1. On players, a team has six players on the court. Three players are front row players and three are back row players. A team is allowed to have a libero who wears a different colour of shirt. The libero is a back row player and a defensive specialist.
2. Volleyball involves contacts with the ball. A team is allowed only three contact touches before hitting the ball over the net to the opponent's court. Note that a block is not counted as one the touches.
3. On back row attack, back row players are not allowed to attack the ball from front row. However, if they are to attack, they must jump from behind the attack line. Do you remember the attack line? It is the line that is 3m away from the net.
4. The ball must travel between the antenna to the opponent's side of the net.
5. The "IN" is call by the referee if any part of it touches the boundary line. The ball is "OUT" when: part of the ball which contacts the floor is completely outside the boundary lines; the ball touches an object outside the court, the ceiling or a person; out of play; it touches the antennae, ropes, posts, or the net itself outside the side bands, or it crosses the vertical plane of the net totally or even partly outside the crossing space during service, or into the opponent court.

3.2 Officials of Volleyball

The Volleyball officials for a match is composed of the following: the first referee; the second referee; the scorer and four (two) line judges.

How do they function? Only the first and second referee may blow their whistles during the match. Only the first referee can give signal for the service to begin the rally. The two may blow to the whistle to signal a fault.

3.2.1 First Referee

The first referee carries out his functions seated or standing on a referee's stand located at one end of the net. He/she directs the match from the start to the end. He/she has authority over all officials and the members of the teams. His/her decisions are final and overrule the decision of other

officials, if he/she noticed it was made in error. It is the duty of the first referee to control the works of ball retrievers, floor wipers and cleaners. It is also the responsibility of the first referee to determine before and during the match whether the resources (playing area, equipment) and other conditions meet playing requirements. He/she is the only one who can sanction misconduct and delays, decide the fault of the server and the serving team, and the faults in playing the ball.

3.2.2 Second Referee

The second referee stands opposite the first referee to perform his functions. He/she is assistant to the first referee and if the first referee cannot continue for any reason, he would be expected to replace him. The second referee controls the works of the scorer, supervises the team members on the bench and those in the warm up area. He/she authorizes interruptions, controls their duration and rejects improper requests. Before the start of each set, he/she checks the positions of players on the court. He/she is in control of positional faults, contact with the net or the antennae, penetration into the opponent's court, the attack hit or block faults of the back row player, ball crossing the net outside the crossing space, contact of ball with an outside object or with the floor. The referees use signals to communicate with the volleyball community. Watch the video in the following link to see and learn the signals used by referees during <https://www.youtube.com/watch?v=xdGyAvtqE-w>. Some of signals are illustrated in figure 62. Follow the names of the signals, not the numbers in the illustration.



Figure 62: Illustration of Some Volleyball Referee's Signals. Source: www.zoni.org

Figure 62 illustrates several hand signals that are used by referees during a volleyball game. These hand signals are provided by the referee. Each signal initially indicates the fault committed, then shows which team has received the point. A place is suggested by a single finger on the edge of the court to show the winner of the rally.

3.2.3 Scorer

The scorer is located or seated at the scorer's table facing the first referee. He/she is to keep the score sheet, registers the data of the match and teams; records the starting lineup of each team. During the match he/she

keeps the points scored by each team, controls the serving order of each team, records the time outs and player substitutions. He/she is to inform the referee of the end of the sets and the scoring of the 8th point in the deciding set. At the end of the match, the scorer will record the final results and obtain the signatures of the captains and then the referees (in that order) after he himself has signed.

3.2.4 Line Judges

The line judges perform their functions by using flags, they signal when the ball is “in” and “out” when the ball lands near their line(s). Figure 63 shows line judge’s signals using flag.



Line Judge Signals Using Flags



Ball Out of Bounds After Contact with a Player (Touch)

Raise the flag to shoulder height in front of the body and place the open palm of the other hand on the tip of the flag



Did Not See The Play Cross arms across chest



Antenna Fault

Wave the flag side to side and point with finger toward the antenna



Figure 63: Image of Line Judges Using the Flag to Signal. Source: www.udimagen.org

SELF-ASSESSMENT EXERCISES

- i. How does the first referee determine who chooses side first?
- ii. In the volleyball game, the flag is used by the -----

4.0 CONCLUSION

Every sport is regulated by some rules. A player commits a fault when he/she violates these rules is called a fault, which can result to an opponent's advantage. This Unit has shown you that, like other sports, Volleyball game has rules. So, it is very important that you pay great attention to the rules that guide the game. Without the rules, it will be impossible to decide a game and players might injure themselves. The rules reorganize the position of the members of a team. There are front row and back row players. There are also basic rules. Volleyball officials include the first referee, second referee, scorer (and an assistant scorer) and line judges. These officials implement the rules of the game. When you master these rules and official signals, make use of them to increase your joy in Volleyball.

5.0 SUMMARY

How will Volleyball game end without rules? It will not even be a sport. That is why you have learnt the rules of Volleyball in this Unit. You have learnt the rules guiding service. Violation these rules is called fault. The Unit also taught you the faults in the service. You also learnt that it is a rule that the game starts with a toss. The Unit further introduced you to the officials of Volleyball game, their functions and signals.

6.0 TUTOR-MARKED ASSIGNMENT

1. How many contact touches is a team allowed to execute before hitting the ball over the net to the opponent's court?
2. The following are service faults except -----

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