

B.Sc (Ed) Human Kinetics

KHE 204: Skills Development and Techniques in Sports and Games IV (Long Jump, Hockey, Basketball).

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Course Guide KHE 204

Very important to the understanding and practice of Athletic field event, i.e. Long Jump; and the games, Hockey and Basketball are the fundamental skills and techniques (methods) needed by participants for effective participation. Skills acquisition and practices obtained in each sport and games provided correct practices for individual sports, and their unique values. Acquisition of sports skills is same as skills developments that are fundamental to fun field experiences and standard ways of participation.

Introduction

Very important to the understanding and performance of Athletic field event, ie long jump; and the games, hockey and basketball are fundamental skills and techniques needed by participants for effective participation. Skills acquisition and practices obtained in each sport and game provide correct approach for individual sport and their unique values. Acquisition of sport skills is same as skills development that is fundamental to fun filled experiences and standard ways of participation.

Course Competencies

This course aims at providing you with relevant historical information in each of the sports, and teaching you skills and practices in the performance of:

- i. Long Jump (field Athletic event),
- ii. Hockey, and
- iii. Basketball

Course Objectives

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

- i. Narrate essential historical information in each of the sports
- ii. List the skills in the performance in the long jump
- iii. List the facilities needed for long jump
- iv. State the rules governing the correct performance of the long jump.
- v. List the skills in the performance in Hockey
- vi. List the facilities and equipment needed for Hockey
- vii. State the rules governing the correct play of Hockey.
- viii. Demonstrate the skills in the performance in Basketball
- ix. Describe the facilities and equipment needed for Basketball

- x. Apply the rules governing the correct play of Basketball.

Working through this Course

You need to read this course material, each unit with good understanding, as well as to be able to state the objects of the Long Jump; Hockey; and Basketball.

You should be able to execute the self-assessment exercises in each of the units very correctly.

This course material also provides you with references to relevant texts and links that can enhance your understanding of the units in the modules

Study Units

There are 16 study units in this course divided into six Modules. The modules and units are presented as follows;

MODULE 1

- Unit 1. Introduction to Long Jump
- Unit 2. Facilities, styles and rules guiding the performance of long jump.

MODULE 2

- Unit 1. Introduction to Hockey
- Unit 2. Description of Hockey game
- Unit 3. Rules of the game of Hockey

MODULE 3

- Unit 1. Scoring and officiating in Hockey
- Unit 2. Facilities in Hockey
- Unit 3. Skills in Hockey

MODULE 4

- Unit 1. Introduction to Basketball
- Unit 2. Description of Basketball game
- Unit 3. Rules of the game of Basketball

MODULE 5

- Unit 1. Scoring and officiating in Basketball
- Unit 2. Facilities in Basketball
- Unit 3. Skills in Basketball

References and Further Readings

*(ctrl+ click) to open any of the links

<https://www.olympic.org/videos/athletics-long-jump-women-rio-2016-olympic-games>

<https://www.alamy.com/stock-photo-kawasaki-womens-long-jump-final-at-todoroki-athletics-stadium-kanagawa-141917244.html>

<https://www.alamy.com/claudia-salman-rath-germany-competing-in-the-long-jump-women-final-image154700436.html>

<https://www.olympic.org/news/snapped-images-of-beamon-s-extraordinary-leap-continue-to-inspire-manyonga>

<https://www.shutterstock.com/image-vector/long-jump-illustration-683348884>

https://www.newworldencyclopedia.org/entry/File:Takeoff_board.jpg

<https://www.brianmac.co.uk/longjump/index.htm>

<https://youtu.be/7HhtuxEu3nU>

<https://youtu.be/yS9IX1Qm0CQ>

<https://www.youtube.com/watch?v=n262iVhO18M>

https://www.youtube.com/watch?v=4_4CymXARWQ

<https://www.youtube.com/watch?v=aa2XRz9Bmhg>

https://www.youtube.com/watch?v=hWzKGL_6ECI

Presentation Schedule

Your course materials have important dates for the early and timely completion and submission of your TMAs and attending tutorials. You should remember that you are required to submit all your assignments by the stipulated time and date. You should guard against falling behind in your work.

Assessment

There are three components of assessment for this course: Self Assessment Exercises and assignments at the end of each study Unit, the Tutor-Marked Assignments; and a written examination. In doing these assignments, you are expected to use the information gathered during your study of the course.

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. To get the best of experience, you will need to work with the material in the following logical order:

1. Read each Unit step by step as arranged.
2. As you read the material for each Unit, note the key points in each Unit.
3. Refer to the links and text provided.
4. After reading, attempt the assessment exercise given at each step.
5. You should obey all the rules and guiding instructions.

Facilitation

Online facilitation would be made available to provide you with the opportunity to interact with your tutor and your colleagues across the world

Course Information

Course Code: KHE245

Course Title: Skill Development and Techniques in Sports and Games IV (long Jump, Hockey and Basketball)

Credit Unit: 2

Course Status: Non elective

Course Blub:

Semester:

Course Duration:

Required Hours for Study

Course Team

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Ice Breaker

Hello students, you are welcome to KHE245. This course focuses on the Skill Development and Techniques in Sports and Games (long Jump, Hockey and Basketball). Appropriate examples and pictures had been provided to make the content more realistic and connected to real-life situation. Have a wonderful study session.

Module 1:

Module Introduction

Long jump is an athletic field event. Is also an individual sport in which the athlete strives to perform the best of long jump. The performance of good long jump is enhanced when the performer has ability for speed, strength, and agility. Little wonder then that many good sprinters have been very good at the long jump event.

Unit 1: Long Jump

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
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 - 3.2 Stars of the Sport
 - 3.3 Introduction to long jump
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
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1.0 Introduction

The long jump (formerly called "broad jump") is an athletic (field) horizontal jump event in which athletes combine speed, strength, and agility in an attempt to land as far from the take-off point as possible. The event has been in the sport of track and field since the first ancient Olympic Games and was also part of the first modern day games in 1896.

2.0 Intended Learning Outcomes (ILOs)

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

1. Describe the history of long jump
2. Demonstrate the long jump run approach.
3. Demonstrate the take off.
4. Demonstrate the flight/layout.
5. Perform the correct landing.

3.0 Main Content

3.1 History of Long jump

The long jump has been in the history of track and field since the ancient Olympic Games. When the sport was first introduced the athletes carried a weight in each hand, which were called halters. These weights would be swung forward as the athlete jumped, in order to increase momentum. It is believed that the jumper would throw the weights behind him in mid-air to increase his forward momentum; however, halters were held throughout the duration of the jump. Swinging them down and back at the end of the jump would change the athlete's center of gravity and allow the athlete to stretch his legs outward, increasing his distance. Most notable in the ancient sport was Chionis, who in the 656 B.C.E. Olympics staged a jump which was equal to 7 meters and 5 centimeters (23 feet and 1.5 inches).

The long jump has been part of modern Olympic competition since the inception of the Games in 1896. In 1914, Dr. Harry Eaton Stewart recommended the “running broad jump” as a standardized track and field event for women. However, it was not until 1948 that women were allowed to compete in the event at the Olympic level.



The long jump is also notable for two of the longest-standing world records in any track and field event. In 1935, Jesse Owens set a long jump world record that was not broken until 1960 by Ralph Boston. Later, Bob Beamon jumped 8.90 meters (29 feet, 2-1/2 inches) at the 1968 Summer Olympics, a jump not exceeded until 1991. On August 30 of that year, Mike Powell of the U.S. leaped 8.95 meters at the World Championships in Tokyo. Some jumps over 8.95 meters have been officially recorded (8.99 meters by Mike Powell himself, 8.96 meters by Ivan Pedroso), but were not validated since there was either no reliable wind speed measurement available, or because wind speed exceeded 2.0 m/s. The current world record for women is held by Galina Chistyakova of the former Soviet Union who leaped 7.52 meters in Leningrad in 1988.

In-Text Questions

1. In which year were the women first permitted to compete at the Olympics in the long jump event?
2. Modern Olympics dates back, which year?

Answers

- I. 1948
- II. 1896

Stars of the Sport

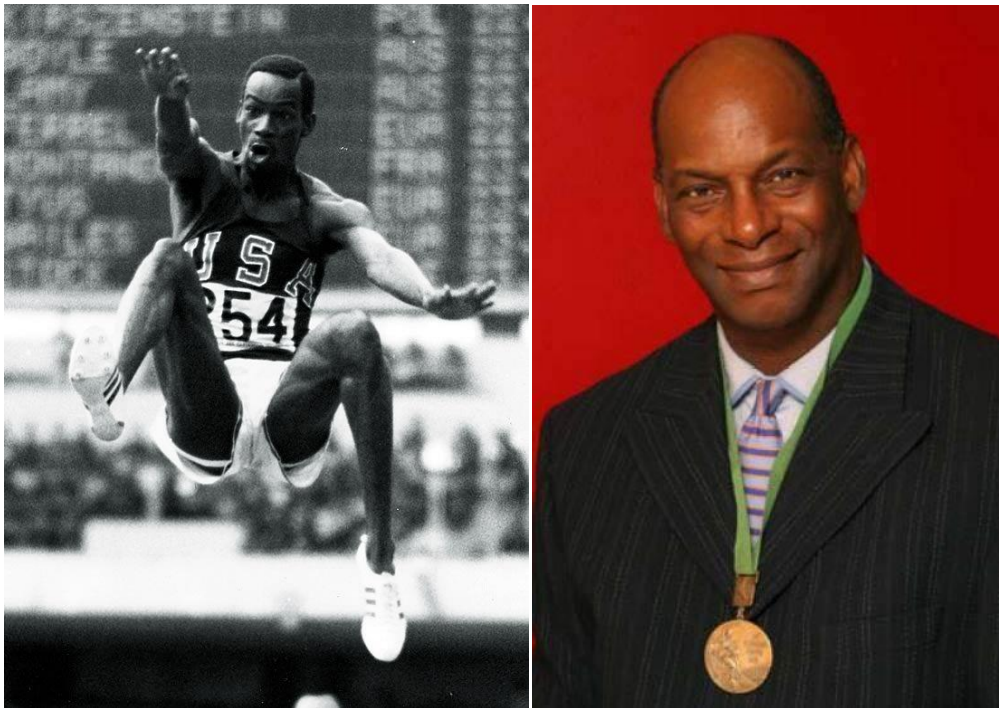
Debart Hubbard

The dedicated student athlete from the University of Michigan became the first African-American to win an individual gold medal at the Olympic Games when he won the 1924 long jump competition in Paris. His jump of 24 feet and 6 inches came one foot short of the world record at the time, but was still considered a great feat in Olympic and African-American sports history.

Bob Beamon

Bob Beamon made his mark in long jump history when he broke the world record at the 1968 Olympic Games in Mexico City. The 22-year-old had trouble qualifying for the games in the first place, after faulting twice in the qualifying run, but once he made the finals, he made the jump of his life. After taking 19 precise strides down the runway, Beamon hit the board, jumping an amazing 29 feet and 2.5 inches. Not only did Beamon become the first athlete to jump over

28 feet, but he broke the record by over 21 inches. His record jump would last for almost 23 years.



Mike Powell

During the 1991 World Outdoor Championships, Mike Powell and Carl Lewis squared off in one of the most memorable long jump battles in the history of the event. After battling back and forth during the rounds, Powell used an aggressive jump off the board and landed deep into the pit to record a new world record of 29 feet and 4.5 inches.

Carl Lewis

Lewis will go down as one of the best long jumper and overall track athlete in the history of the sport. He didn't lose in the long jump for over a decade, winning 65 straight competitions, including four gold medals at the 1984 Olympic Games and tying the record of his idol, Jessie Owens. Lewis became the first long jumper to win back to back gold medals in the event when he won in both the 1984 and 1988 Olympic games. After losing to Powell a year earlier, when Powell broke the world record and Lewis's win streak in the event, Lewis beat Powell in the 1992 games in Barcelona. To impress track and field fans even more, Lewis at the age of 35 qualified for the games in 1996 at Atlanta. While some didn't expect much for the aging star, Lewis shocked all when he won the gold for the fourth

straight time when he jumped 27 feet and 10.75 inches, his longest jump at sea level in four years.

Jackie Joyner Kersee

Jackie Joyner Kersee is known as one of the best women's track and field stars in the history of the sport. She won the 1988 **long jump** gold medal, and is the current holder of the 2nd best jump in the event's history with 7.49 meters.

Galina Chistyakova

The Russian long jumper is the current world record holder for the women's long jump at 7.52 meters, a jump she recorded while winning the bronze medal at the 1988 Olympic Games. She won the 1985 European Indoor Championships and a silver medal at the European Championships the year after. Chistyakova received Slovak citizenship and represented the Slovakia. She has the Slovak record with 14.41 meters, achieved in July 1996 in London.

In-Text Question

1. Name of the first African American to win individual gold medal at the Olympics
2. Where was the 1992 Olympics conducted?

Answers

1. Debart Hubbard
2. Barcelona

3.3 Introduction to long jump

When participating in the long jump, competitors sprint down a runway often made with the same surface found on tracks called crumb rubber or vulcanized rubber). The competitors then jump the farthest distance possible off of a wooden board into a pit filled with finely ground gravel or sand. The distance traveled by a jumper is referred to as the “mark,” because it is the distance to which the first mark is made in the sand. More specifically, a mark is the minimum distance from the edge of the takeoff board, nearest the landing pit, to the first indentation made by the competitor {generally the back of the heel, but if the competitor stumbles and leans back with the hand, the distance is taken from that mark). If the competitor starts the leap with any part of the foot in front of the board, the jump is declared illegal (a foul) and is recognized as a fault. At the elite level, a layer of plasticine is placed immediately after the board to detect this occurrence.

Otherwise, an official (similar to a referee) will observe the jump and make the determination. The competitor can initiate the jump from any point behind the foul line; however, the distance measured will always be from the foul line. Therefore, it is in the best interest of the competitor to get as close to the foul line as possible without fouling.



The format of the long jump competition varies, but generally consist each competitor will get a set number of attempts to make his or her longest jump, with only the longest legal jump counting towards the results. In most competitions jumpers are given three trial jumps with which to make their best effort. Higher level competitions are split into two rounds: trials and finals. In competitions containing a final round, only a select number of competitors are invited to return for further competition. The number of competitors chosen to return to the final round is determined prior to the start of the meet by a committee comprised generally of coaches and officials. It is standard practice to allow one more competitor than the number of scoring positions to return to the final round. For example, if a given meet allows the top eight competitors to score points, then the top nine competitors will be selected to compete in the final round. Taking an extra competitor to the final round helps to allow that athlete to move into a scoring position if the competitor can improve on his or her best mark of the competition. Final rounds are viewed as an additional three jumps, as they do not have any priority to those scored in the trial round. The competitor with the longest legal jump (from either the trial or final rounds) at the end of competition is declared the winner. For clearer illustration/demonstration of performance, see video link

<https://youtu.be/7HhtuxEu3nU> (ctrl click)

3.4 Stages in Long Jump

The various stages in long jump are:

- i. Standing: To do the long jump, the jumper takes a standing position near the starting line.
- ii. Approach run/Run-up: The jumper runs fast, bending forward with calculated equal steps. His full focus must be on the take-off board.
- iii. Take-off: The athlete makes contact with the take-off board with take-off foot before jumping high and forward
- IV. Flight/Action in the air: Eyes, chin, and chest must point upwards with the lead leg swinging vigorously forwards and upwards. With the knee flexed and legs driven high in the air, the jumper covers some distance before landing
- V. Landing: The athlete relaxes the legs and lands on the two feet. Both legs and arms are stretched in front of him with buttocks near the ground.



Four main phases

The four main phases of the long jump are; approach run, takeoff, flight/layout and landing. Speed in the run-up, or approach, and a high leap off the board are the fundamentals of success. Because speed is such an important factor of the approach, it is not surprising that many sprinters, notably including Carl Lewis, also compete successfully in the long jump.

The approach



Long jump take off board.

The objective of the approach is to gradually accelerate to a maximum controlled speed at takeoff. Observing the laws of Physics, the most important factor for the

distance traveled by an object is its velocity at takeoff—speed and angle of take-off. Elite jumpers usually leave the ground at an angle of twenty degrees or less; therefore, it is more beneficial for a jumper to focus on the velocity component of the jump. The greater the velocity, or speed, at takeoff, the higher and longer the trajectory of the center of mass will be. The importance of a higher velocity at takeoff is a major factor in the success rate for many sprinters in this event.

The length of the approach is a precise distance for each athlete that varies depending on their preference. In the long jump, approaches usually are 16 to 18 strides long, but are usually shorter for older jumpers and can be as long as 22 to 24 strides for younger jumpers. The exact distance and number of strides in an approach will depend on the individual jumper's experience, sprinting technique, and conditioning level. Consistency in the approach component is important, as it is the competitor's objective to get as close to the front of the takeoff board as possible without crossing the line with any part of the foot.

An approach that is too long can result in the jumper reaching the desired speed before the takeoff point, and will result in a loss of velocity before the final strides. If the approach is too short, it won't allow the jumper to reach the velocity needed for the best jump. To ensure a good approach, jumpers mark a checkpoint usually 4 strides from the board and note the proper foot plant location. These checkpoints are usually done during the practice runs and are changes throughout based on the early results.

In-Text Questions

State any two phases in the performance of long jump

Answer

Any two of these:

- III. approach run
- IV. takeoff
- V. flight/layout
- VI. landing

The last two strides

The objective of the last two strides is to effectively prepare the body for takeoff while conserving as much speed as possible.

In this phase, the next to last stride from takeoff is known as the penultimate stride. This is the longer of the last two strides, where the competitor begins to lower his or her centre of gravity to prepare the body for the vertical impulse. Directly following the penultimate stride is the final stride, which is markedly

shorter because the body is beginning to raise the centre of gravity in preparation for takeoff.

The last two strides are an extremely important phase of the jump, as they ultimately determine the velocity with which the competitor will be entering into the jump. But, it is said that taking strides can lower the distance you jump, and it is better to sprint into the jump rather than take "strides."

Takeoff

The objective of the takeoff is to create a vertical impulse through the athlete's center of gravity while maintaining balance and control.

This phase is one of the most technical parts of the long jump. Jumpers must be conscious to place the foot flat on the ground, because jumping off either the heels or the toes will have negative effects on the jump. Taking off from the board heel-first will cause a braking effect, which will decrease velocity and put strain on the joints. Jumping off the toes will decrease stabilization, putting the leg at risk of buckling or collapsing from underneath the jumper. While concentrating on foot placement, the athlete must also work to maintain proper body position, keeping the torso upright and moving the hips forward and up to achieve the maximum distance from board contact to foot release.



There are four main styles of takeoff: the kick style, double-arm style, sprint take-off, and the power sprint or bounding take-off.

Kick-Style Take-off

The kick style take-off is a style of takeoff where the athlete actively cycles the leg before a full impulse has been directed into the board then landing into the pit.



Double-arm Take-off

The double-arm style of takeoff works by moving both arms in a vertical direction as the competitor takes off. This produces a high hip height and a large vertical impulse.



Sprint Take-off

The sprint take-off is the style most widely instructed by coaching staff. This is a classic single-arm action that resembles a jumper in full stride. It is an efficient takeoff style for maintaining velocity through take-off.

Power sprint or bounding Take-off

The power sprint takeoff, or bounding take-off, is arguably one of the most effective styles. Very similar to the sprint style, the body resembles a sprinter in full stride. However, there is one major difference. The arm that pushes back on take-off (the arm on the side of the take-off leg) fully extends backward, rather than remaining at a bent position. This additional extension increases the impulse at take-off.



The style used depends on the experience, explosion, quickness, speed, and age of the competitor.

Action in the air and landing

The objective of this phase is to counteract the natural forward rotation of the body from take-off while maintaining an effective landing position.

Once a competitor leaves contact with the ground there is nothing that can be done to alter the flight path of his or her center of gravity. What will affect the distance of the jump is the body position at landing. If a competitor was to leave the ground without taking any action to prevent forward rotation in the air, the body would naturally move into a face-down position as the velocity of the lower half of the body at take-off is greater than the upper half of the body due to the contact with the ground. The three predominant in-the-air techniques used in the long jump in order of increasing difficulty of execution are the sail, hang, and hitch-kick. See the three predominant in the air technique video link <https://youtu.be/yS9IX1Qm0CQ> (ctrl click)

Discussion

Can you search and share from the net of long jump event videos that can further the intended learning objectives in this Unit?

4.0 Self-Assessment Exercises

Attempt the following questions

1. the stages in the long jump are
 - a. 5
 - b. 4
 - c. 3
 - d. 2
2. There are --- basic long jump styles
 - a. 2
 - b. 3
 - c. 4
 - d. 6
3. One of these is a facility needed for long jump
 - a. Jersey
 - b. Take off board
 - c. Landing board
 - d. Field
4. The best jump is determined by
 - a. Distance of jump made
 - b. Height of flight
 - c. Speed of jumper
 - d. Flight of jumper

Answers to self assessment test

1. a
2. b
3. b
4. a

5.0 Conclusion

Having read this course and successfully completed the assessment and self assessment test it is assumed that you have attained understanding of the introductory knowledge to long jump.

6.0 Summary

In this Unit, you have learnt the history and development of long jump. And also, mention has been made of some of the stars in long jump events. Description and phases in the long jump have been discussed. Likewise, what is required to make

a long jump performance have been described. The assessment and self assessment exercise have been provided to enable you understand your own rating of the understanding and learning you achieved reading this material in this Unit. Online links have also been provided to broaden your understanding of the learning required in this Unit.

7.0 References/Further Readings

References

Carr, G. (1999). Fundamentals of Track and Field. Human Kinetics Publishers. ISBN 9780736000086.

Gregoire, Ernie, and Larry Myricks (1991). World Class Track & Field Series: Long Jump (VHS) Ames, IA: Championship Books & Video Productions.

Guthrie, Mark. (2003). Coach track & field successfully. Champaign, IL: Human Kinetics. ISBN 0-7360-4274-1.

Rogers, Joseph L. (2000). USA Track & field coaching manual. Champaign IL: Human Kinetics. ISBN 0-88011-604-8

Agbaje, O.S. and Olanipekun, O.K (2005). New comprehensive physical and health education for schools and colleges. Enugu, Nigeria. Olis Nig. Ventures.

Unit 2: STYLES IN LONG JUMP; FACILITIES (A)THE RUNWAY (B)TAKE -OFF BOARD (C)THE LANDING AREA

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- 2.0 Intended Learning Outcomes (ILOs)
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- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings

1.0 Introduction

Long jump requires speed, spring and a great deal of body control. The performance of long jump requires training that involves training on speed and agility. Facility on which long jump is performed includes the runway; take off board and landing area. Considered important are rules guiding the conduct of long jump.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to:

1. Explain each long jump style, ie sail, hang, hitch kick styles.
2. Demonstrate practically the sail, the hang and hitch kick styles
3. Explain the runway
4. Describe the take off board and its use.
5. Describe the long jump landing area.
6. State the rules guiding the conduct of the long jump

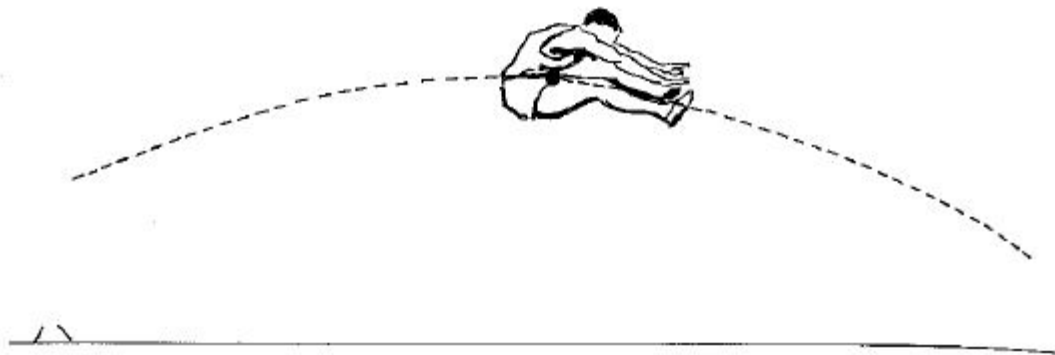
3.0 Main Content

3.1 Styles in Long Jump

Sail

The sail technique is one of the most basic long jump techniques practiced by competitors. After the takeoff phase is complete, the jumper immediately lifts the legs into a toe-touching position. This is useful for the novice jumper, as it allows the competitor to move into the landing position early. The downside of this technique is that it does not counter the body's natural tendency to rotate too far forward. Once a jumper learns the aspects of this technique, they will often move up to the hang or hitch kick.

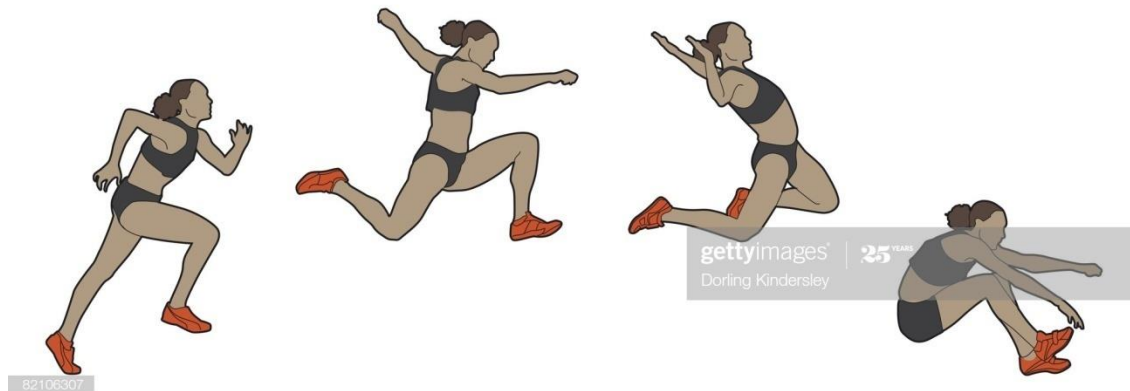
For the hang and hitch kick technique the jumper uses the same fast approach, similar body positions at the take off point, and similar actions for the landing. Once jumpers get the fundamentals of these techniques down, they will often incorporate their own variations.



Hang

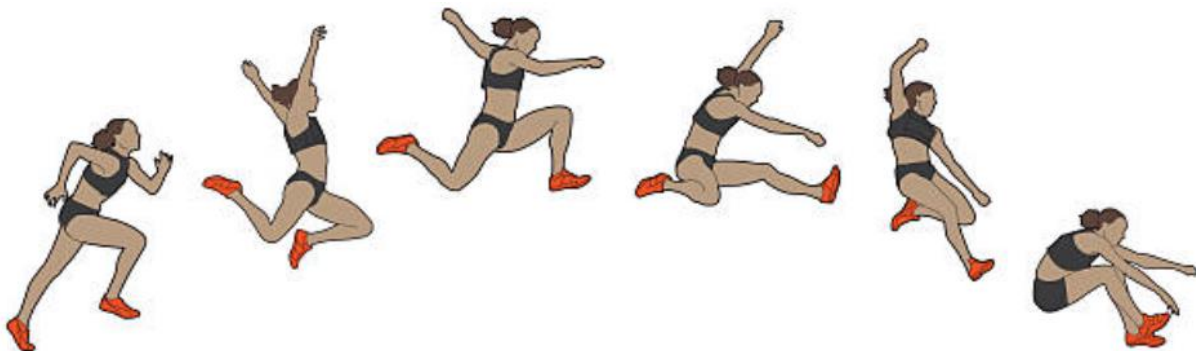
The hang technique is executed when the athlete has a fast run up and drives up powerfully at the take up point. It works by lengthening the body to make it as efficiently long as possible. Here both the arms and legs are extended to reach a maximum distance from the hips. Both arms circle downward, backward and then forward in a clockwise rotation. This position is held until after the jumper reaches the apex of the jump, at which point the athlete "hangs" in the air. At this point the jumper will snap the legs forward into a landing position.

This technique helps to reduce the tendency to tumble forward or lose the extension of the body. Generally, the competitor is encouraged to flex the knees at a 90degree angle, which enables the feet to swing with the fastest possible angular momentum when snapping into the landing position.



Hitch-kick

The hitch-kick technique like the hang technique in that a fast run up and powerfully drive up is needed at the takeoff. After the takeoff, the leading leg, which is flexed at the takeoff point, is extended outward to create a stride position in the air. This is also known as “cycling” or “running in the air.” Both legs are flexed and brought forward for the land, and the arms need to rotate clockwise in order to balance the action by the legs. When the athlete hits the sand, the knees flex, and the upper body continues to shift forward beyond the feet. As the name might suggest, this technique relies on a cycling action of the arms and legs through the air to maintain an upright body position. This technique takes longer to execute and is therefore generally reserved for more experienced jumpers.



In-Text Questions

1. The sail, hang and hitch kick are referred to as --
2. Long jump style used by the novice is --

Answers

1. Long jump styles
2. Sail

In-the-air techniques are generally selected by the athlete and coach during training based on an individual athlete’s skills and experience.

3.2 Landing technique

When landing, it is the primary objective of the competitor not to fall back in the landing pit. The jump is measured from the location in which the body contacts the sand closest to the takeoff point. For this reason, many jumpers will work on keeping their feet in front of the body at a maximum distance from the hips. Upon landing, competitors will often use their arms in a sweeping motion to help keep the legs up and the body forward. Generally, a jumper will bend the knees upon contacting the ground to cushion the impact on the body.



3.2 Training for the long jump

The long jump generally requires training in a variety of areas. As said before, to be successful in the long jump, it is necessary to have great sprinting speed, and explosive leg power.

Leg power training

Lead-Up Training Long Jumpers tend to practice jumping 2-3 times a week. Approaches, or run-throughs, are repeated sometimes up to 6-8 times per session. To start training, have someone measure the distance you can achieve in 3 successive hops with the right leg only, and then the left leg only. After you are done, calculate what leg gave you the greater distance, and use it as your preferred jumping leg.

Circle jump training To improve the stride and the explosive leg action necessary for more advanced techniques, set out 3 to 5 circles in a grass area. Have the jumper hop or bound jump through each circle, and after completion move the distance farther apart. Keep extending the distance of the circles or hoops until you demand the jumper using long reaching strides.

Weight training During pre-season training and early in the competition season weight training tends to play a major role. It is customary for a long jumper to weight train up to 4 times a week, focusing mainly on quick movements involving the legs and trunk. Some athletes perform Olympic lifts in training. Athletes use low repetition and emphasize speed to maximize the strength increase while minimizing adding additional weight to their frame.

Bounding is any kind of continuous and repetitive jumping or leaping. Bounding drills usually entail single leg bounding, double-leg bounding, or some variation of the two. It may also include box drills or depth jumps. The focus of bounding drills is usually to spend as little time on the ground as possible; working on technical accuracy, fluidity, and jumping endurance and strength. Technically, bounding is part of Plyometric, as are form running exercises such as high knees and butt kicks.



Flexibility

Flexibility is an all-too-often forgotten tool for long jumpers. Effective flexibility works to prevent injury, which can be important for high impact events such as the long jump.

A common tool in many long jump workouts is the use of video -taping. This allows the athlete to go back and review their own progress as well as enabling the athlete to compare their own footage to that of world-class athletes.

Training style, duration, and intensity will vary immensely from athlete to athlete based on both the experience and strength of the athlete as well as on coaching style.

Speed training

Plyometric, same as training for speed, and this may include running up and down stairs and hurdle bounding, both that may be incorporated into workouts. The workouts may be two to three times a week. This allows an athlete to work on agility and explosiveness.

Over distance training. Over-distance is undertaken to enable athlete to train on distances greater than those at which the athlete must compete. For example, having a 100 metre sprinter practice by running 200 metre repeatedly on a track. This approach is needed early in the season when an athlete is working on building endurance. Over-distance running workouts are performed 1-2 times a week. This is beneficial for building sprint endurance that is needed in competitions where the athlete is sprinting down the runway 3-6 times.
<https://www.youtube.com/watch?v=P13-15tU6g>

3.4 Facilities (a) The runway (b) Take off board (c) The landing area

The long jump facility includes a runway, a take-off board and a landing area. Usually, it is placed outside the track along one of the straights with two adjacent runways with a landing area at each end. This allows competition in either direction by two groups of athletes simultaneously.

In-Text Questions

1. The long jump training need great sprinting speed and explosive ---
2. Any kind of continues and repetitive jumping is same as ---

Answers

1. leg power
2. bounding

Runway

The runway is 40m minimum long, $1.22\text{m} \pm 0.01\text{m}$ wide and is measured from the beginning of the runway to the take off line. It is marked by white lines 0.05m wide or broken lines 0.05m wide, 0.10m long and 0.50m apart. The runway is usually covered with the same surface as the track.

Take-off board

The take off board is a white rectangle and measures $1.22\text{m} \pm 0.01\text{m}$ long and $0.20\text{m} \pm 0.002\text{m}$ wide and not more than 0.10m deep. The surface of the take off board must be flush with the surface of the runway. In the case of a runway with a permanent surface, this requires a built in installation tray made of corrosion protected metal in which the take off board is correctly positioned. During sport free periods, the take off board can be removed. If it has a track surface on its reverse side, it can be turned over and used as part of the runway. This makes it possible to combine the long and triple jump with two or three take off boards (which can be used on both sides) on a triple jump runway.



Landing area

The landing area is 7.9m long depending on the distance between its nearest end and the take off line. It is 2.75m wide. Generally, a landing area 8m long placed 2m from the take off line is recommended. The landing area is placed so that the middle of the runway coincides with the middle of the landing area. If two landing areas are situated parallel side by side or staggered, the distance between them is at least 0.30m. The landing area has a border not less than 0.05m wide and 0.30m high, rounded off towards the inside (e.g. wooden plank or concrete border with soft covering) and level with the ground. The landing area has a water permeable substructure or a suitable drainage system (draining well or canal connection) and filled with sand to a depth of not less than 0.30m at the edges and slightly deeper at the centre. The top edge of the border of the landing area, generally also dictates the level of the sand, which must be level with the take off board.

3.5 Rules guiding the conduct of the jump

The following modified rules of long jumping will help students to understand what they are required to do during long jumping:

1. Order of jumping is known by lot.
2. Competitors must be credited with the best of all their jumps.
3. A wooden take-off board should be firmly fixed to the ground.
4. An athlete who runs through the pit is regarded to have jumped, though the jump would not be measured.
5. Somersaulting is not allowed.
6. After the jump, measurement is taken at right angle from the edge of the take-off board to where any part of the body lands nearest to the take-off board.
7. A jump is declared 'no-jump' when an athlete takes off with his foot at the side of the take-off board.
8. The best jump of an athlete is taken, after all the trials.
9. Each athlete is allowed for three or six trials.
10. In the case of a tie, an extra trial will be allowed the jumpers concerned.
11. In local competitions where there are more than six competitors, the competitors have three trials and the best six have three further trials before the winner is determined. In the case of international or big national competitions, the best eight competitors after three trials have three further trials for the competition before the winner is determined.
12. A competitor's jump shall be disqualified if:
 - a. the competitor touches the ground beyond the take-off board with any part of the body;
 - b. he jumps from outside either end of the take-off board;
 - c. the jumper touches the ground behind the break, made by the jump;
 - d. the jumper walks back through the landing area;
 - e. the competitor somersaults during the jump;
 - f. the jumper uses any type of weight or grips during the jump.

4.0 Self-Assessment Exercise

1. which one of the following is out of place
 - a. sail
 - b. fly
 - c. hang
 - d. hitch kick
2. which one of the following is not a facility in long jump

- a. flag
- b. take off board
- c. runway
- d. landing area
- 3. the style best suited for experienced jumpers is
 - a. hitch-kick
 - b. sail
 - c. hang
 - d. fly
- 4. When is “no-jump” declared?
 - a. When an athlete take off with foot beyond the take off board
 - b. When the athlete take off from behind the take off board
 - c. When an athlete take off from the take off board
- 5. Order of jumping is determined by
 - a. Vote
 - b. Ballot
 - c. Lot
 - d. Ranking

Answers

- 1. b
- 2. a
- 3. a
- 4. a
- 5. c

5.0 Conclusion

After having completed reading through this unit and making reference to links and text provided, it is assumed that you have learned and acquired practical skills which you are required to have in the unit. The questions you answered satisfactorily will indicate to you the amount of learning you have achieved in the unit. You are encouraged to put into practice the skills indicated in this unit.

6.0 Summary

In this unit, you have learnt the styles (sail, hang and hitch kick) and facilities in long jump such as run way, take off board and landing area. So also have you learned rules guiding the performance of long jump.

7.0 References/Further Readings

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Module 2:

Module Introduction

In the last module you have learnt about the field athletic individual sport event, long jump. Hockey is team sport played between two teams and it is not an individual sport. On a side there are 11 players.

Unit 1: Introduction to Hockey

Unit 2: Example 2

Unit 3: Example 3

Unit 1: Introduction to Hockey

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Early History
 - 3.2 Invention of the Game
 - 3.3 Original Rules
 - 3.4 The First Hockey Game
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings

1.0 Introduction

Hockey is one of the early historic sports. The sport employs the stick and the ball, it's a varied sport from the English Cricket. Its birth place was Asia. Authorities have Persia as its specific place of origin around 2000 BC. Evidence show that the Greeks and the Romans played Hockey but not so much is known about the nature of hockey they played. Historical evidence states that the present day game of hockey dates back to 1527. The modern day hockey is said to have been created in England. The first hockey club was formed in Blackheath in 1861. The sticks used then were made the oak and the end position that appear like hook was steamed and them pressed to give it hooked shape. The ball was a solid cube of rubber shaped into rounded object for easy rolling.

Over time the game of hockey became more refined and guided by rules that were aimed at reducing accidents and injuries that may occur on the field.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to: -

- name the inventor of the Game of Hockey;
- describe how the Game started;
- describe how the Game develop;

3.0 Main Content

3.1 Game of Hockey

Hockey is played between two teams. There are 11 players on the pitch or field of play. The players are designated as five forwards; three midfielders; two full backs; and one goal keeper.

To start the game or restart it after half time and after each goal scored, a “pass-back” shall be played at the centre of the field. The aim the game is to score goals in opponents own goal.



Participating Countries

Although Asia appeared to be the birth place of hockey, in the modern day the sport has assumed a universal fixture played in seasons and climatic conditions. The sport has provided mankind with entertainment, fun and competitive outlet. The purpose of the game is move the hockey ball into the opponents' goal from the striking area. Normal hockey game has duration of 70 minutes divided into two equal halves of 35 minutes in each half. And interval of five to 10 minutes is allowed. The team that scores highest number of goals at the end of the match is declared the winner of the match.

As Hockey was literally originated in England, Scotland and Netherlands, it was encouraged by various other countries as they participated in the game. The International Hockey Federation governs the sport all over the globe. Men and women represent in competitions including Olympics Games, Champions Trophy, World League and Junior World Cup with many countries which run masters', senior and junior club competitions. This body is responsible for rules development for the game. Most countries take part in this game. There are more than 50 countries that participate in hockey. But to consider the countries that are termed as the Big Eight include Canada, Sweden, USA, Russia, Finland, Czech Republic, Slovakia and Switzerland. As Canada invented the game, they are the best in it. More than 60% of National Hockey League players are from Canada. It's a right that if you are born in Canada, you are born for Hockey.

The top twenty hockey playing countries are Canada, Sweden, United States of America, Russia, Finland, Czech Republic, Slovakia, Switzerland, Germany, Latvia, India, China, North Korea, United Kingdom, Belarus, Denmark, Mongolia, Japan, South Korea and Indonesia. India was ranked as the eleventh country in Hockey playing. Field hockey must have been introduced into Nigeria through our colonial contact with Britain. Today, the game of hockey is among the popular sports in Nigeria played at national, state and school levels. Nigeria teams have always taken part in international competition.

In-Text Question

1. The birth place of hockey is---
2. The purpose of hockey is to move the ball into ---

Answer

1. Asia
2. The opponents' goal

4.0 Self-Assessment Exercise(s)

1. the modern day hockey is associated with
 - a. Pakistan
 - b. England
 - c. Sweden
 - d. Nigeria
2. The game hockey is started by
 - a. Bully
 - b. Flip in
 - c. Push in
 - d. Pass back
3. The number of players from a side that can be on the field of play during a match is
 - a. 16
 - b. 11
 - c. 5
 - d. 15
4. The duration of a match is
 - a. 35 min
 - b. 10 min
 - c. 5 min
 - d. 70 min

Answer

1. b
2. d
3. b
4. d

5.0 Conclusion

This unit has provided you with information on history of hockey, nature of the game and purpose of the game. More information is made available to you through the links and texts attached to this unit to further your understanding of history of hockey and nature of the game of hockey.

6.0 Summary

In this unit you have learned history of the game of hockey, the purpose and the nature of the game. You are encouraged to increase your understanding of the content of this unit by looking through the links and texts attached to the unit. Your level of understanding of this unit is indicated by how much you have performed in the in text question and the assessment.

7.0 References/Further Readings

Apagu, Kambayari (2012) History and Development of Sports and Games for Junior Secondary Schools in Nigeria. N.P.P

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Unit 2: Description of Hockey Game

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- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Nature of Hockey Game
 - 3.2 Hockey field
 - 3.3 Terms used in Hockey Game
 - 3.4 Players and their roles
 - 3.5 Fundamental skills in Hockey Game
 - 3.6 Types of Hockey Game
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings

1.0 Introduction

Hockey is team game in the modern day. It is played between two teams with 11 players on a side on the field during any match. The game is played on a rectangular field. It first featured at the Olympics in London in 1908. Subsequently though it got suspended for lack of standard rules. It however got reintroduced into Olympics competition in 1928. Women hockey has also become very popular globally. The regulation for modern day hockey was adopted in 1886.

The duration of the game is made up of two halves of 35 minutes with an interval of between 5-10 minutes

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to: -

1. Explain the nature of the Hockey Game
2. Describe the hockey field
3. Explain the terms used in Hockey.
4. State the fundamental skills of Hockey
5. State other types of Hockey outside field hockey

3.0 Main Content

3.1 Nature of the Hockey Game

Hockey is one of the many sports that dates back pre-historic man's delight in stick and ball games, and from which other world sports such as the English Cricket, American Baseball and the polo game or Persian Polo are derived. Its birth place was Asia. Specifically evidence suggests that Persia devised hockey in about 2000 BC. There are indications that other cultures too had played hockey in the early days, thus, the Greeks and Romans were associated with hockey.

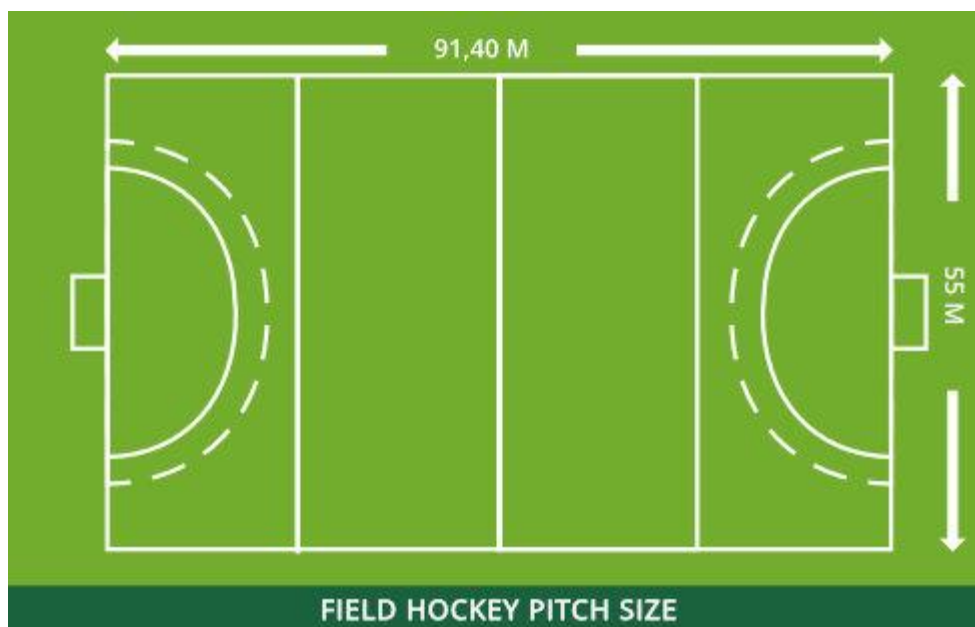
The modern day hockey is played by two teams of 11 players each. On each side are five forwards; three midfielders; two full backs and one goal keeper. A full team in hockey is made of 16 players. The game is commenced with a centre pass back the requires that a member of the attacking team passes the ball back to one of his team mates. The aim of the game is to move the hockey ball into the opponents' goal from the striking area or d circle. A normal game of hockey is played for 70 minutes which is divided into two equal halves of 35 minutes each, in between and interval of 5-10 minutes is allowed. The team that emerges with the highest number of goals at the end of the match is the winner of the match.

The sport is conducted under the auspices of two umpires who officiates the game. Each umpire takes on half of the field. The umpire is the official scorer of the game. The umpire oversees the conduct of the game and administering judgment as required by the rules and regulations governing the sport. The scorer has the role to keep record of line-ups and other records of the game.

There are rules and regulations governing the conduct of play of the hockey. Violations of these rules and regulations have standard prescribed punishment and penalties.

3.2 Hockey Field

Standard pitch measurements are given as 91.4 by 55.0 meters i.e., 100 yards by 60 yards. The total area of the field is 5027 square meters (1.24 acres). The hockey pitch is shaped in rectangular manner. The long perimeter side is named as side lines and the short perimeter edges are named as back lines. The portion between goal posts is known as Goal Lines. All lines are colored white with 75mm wide. At all the corners of the pitch, a flag of max 300 mm square is attached to a post of height 1.20 to 1.50meters.



The inner edge of the goal post must be equal to 3.66meters (4yards) apart. The lower edge of the crossbar should be 2.14 meters high above the ground. The goalposts and crossbar should be white and rectangular and should be 50mm wide and 50 to 75mm deep. The goal post should be 460mm or 18 inches wide. There is a net to stop the ball at the posts and crossbar. With the specified dimensions, the design of the hockey field is finished. These are the standard dimensions that are given by the International Hockey Federation in the rules of hockey. During the first few games held, the dimensions vary from the present calculations. Then in 1987, the lengths were changed to the present dimensions and they were now followed in every game.

3.3 Terms used in hockey game

The important terms used during a game of hockey. Understanding these terms makes it much easier to know the game closely.

- 16 yard hit - If a player from attacking team hits the ball over end line, from the goal, the free hit goes at 16 yards.
- Advancing - It is a penalty laid for hitting the ball with anybody part.
- Attack (Attacker) - A player who always tries to score a goal is called attacker.
- Back-line - The line along the goal post or line that marks the width of the field is called backline.
- Bully - When there is an injury or the game is stopped for any reason, and if the possession is unclear, the match is restarted by placing the ball in between the players.

- Centre pass - It is a free hit which is played after a goal is scored. It is also known as pass-back.
- Circle - The area enclosed within quarter circle that covers some portion of backline and goal post in the centre.
- Clearing - When the ball is hit away from the goal, it is called clearing.
- Cross - When the ball is passed in front of opponent's goal in order to score points.
- Dangerous Play - It is any action in the game that may result in injuries of other players.
- Defense (Defender) - An on-field player of a team who tackles attackers of opposition team and tries to block them from scoring a goal.

In-Text Questions

1. What is the duration of the game of hockey?
2. How many players make up a hockey team?

Answers

1. 70 minutes
2. 16

- Dribble - Player moving forward or sideways while changing the position of the ball from left side to right side just to elude the defenders.
- Drive - Hit harder with the swinging of stick.
- Field Player - A player on the field other than goal keeper is called field player.
- Field Player with Goalkeeping Privileges - An on-field player who has special privilege of goal keeping other than goalkeeper. She/he wears a unique colour shirt to be spotted easily by players on field.
- Flagrant Foul - When a player hurts another player intentionally, it is called flagrant foul. The player is suspended from the game.
- Flick - The player holds the stick firmly and flicks the ball to lob it in air and pass it to your team players. The ball travels at good pace in this shot. Here the ball must not rise above 18 inches.
- Free Hit - It is awarded to the defending team if the attacking makes foul outside the shooting circle. Here the opposing time should be five yards away from the ball.
- Goalkeeper - A team member who wears additional protective gear and guards the goal by not letting opponent to score is called goalkeeper.
- Goal-line - The line between the two goal posts is called goal-line.

- Hit - It is to hit the ball with the swinging stick. The hard hit is known as a drive.
- Long Hit - It is a free hit from the corner for any offense.
- Mark - If the offending team enters the defending zone then the defenders position themselves in a way to prevent the ball from reaching the goal. This tactic is applied till the time the ball is moved away from the defending zone.
- Misconduct - If a player misbehaves with players of his team or the opponent team by using obscene language or hurting intentionally, a penalty is awarded to him. This penalty can be a green card for warning, yellow card for five-minute suspension or red card for disqualification from the game.
- Obstruction - Penalty for using the bat or the person's body to prevent other player to pursue the ball.



- Penalty Corner - When a team makes foul inside the striking circle, a penalty corner is awarded to other team. It is a hit made from a distance of ten yards from the goal. Where attacking team is outside the goal. Five players of the defense team stand behind the end line and rest stand behind the centre line. When the defense takes the ball under control, the penalty corner ends.
- Penalty Stroke - When a goal is prevented by a foul, a one-on-one free shot is awarded.
- Push - It is a method where the ball is in contact with both bat and the ground and the player moves the ball along the field.
- Raised Ball - Scooping, flicking and chipping the ball into the air is called raised ball.
- Scoop - It is a method of passing or shooting the ball by picking it up into the air and flings it.

- Side in - When the opponent hits the ball outside through side line, a free hit is awarded to the team.
- Side-line - The line that marks the length of the hockey field is considered as side-line.
- Striker - The player who shoots the ball is called striker.
- Tackle - It is a defense action to take the ball from the opponent.
- Undercutting - Penalty for swinging harder under the ball to raise it.

3.4 Players and their roles

Hockey has started its course from the English Public Schools to Olympics level. Each hockey team must have 11 members who should always be ready on the field to start the match. Total number of members in a team is 16 of which five are substitute. The guidelines for the conduct of the game are provided by the International Hockey Federation. Substitution of players can be done any number of times. The team can give rest to a player and call a substitute on his behalf. The 11 players consist of one goal keeper, and the rest shall be in the field. The breakdown of suggested attributes for each player is as follows:

Captain

Each team must have a captain on the field who may be identified with a distinctive arm band. And who if wins the toss shall have (i) right to choose which end of the field his side will take. (ii) right to have the ball to start the game. The winner of the toss after having made his choice leaves the opponent to have the second option.

Goalkeeper

The goalkeeper is important player in the whole team. The responsibility of the goalkeeper is to defend the goal post and prevent the other team from hitting a goal. The key responsibilities of the Goal Keeper are listed as follows:

1. Should be fast and also agile
2. Should be proficient at both right and left foot
3. Should be able to judge the shooting angle and close them down.
4. Should be a good communicator and be able to organize the defense.
5. Should be able to go down in a correct manner at defensive moments and at required moment should remain in standing position.



The position of the goalkeeper needs to meet the following requirements.

1. Should be able to save the straight shots towards the goal.
2. Should be able to minimize the attacking team's score by organizing the defensive attacks.
3. Should establish good communication with other defenders.

Defenders

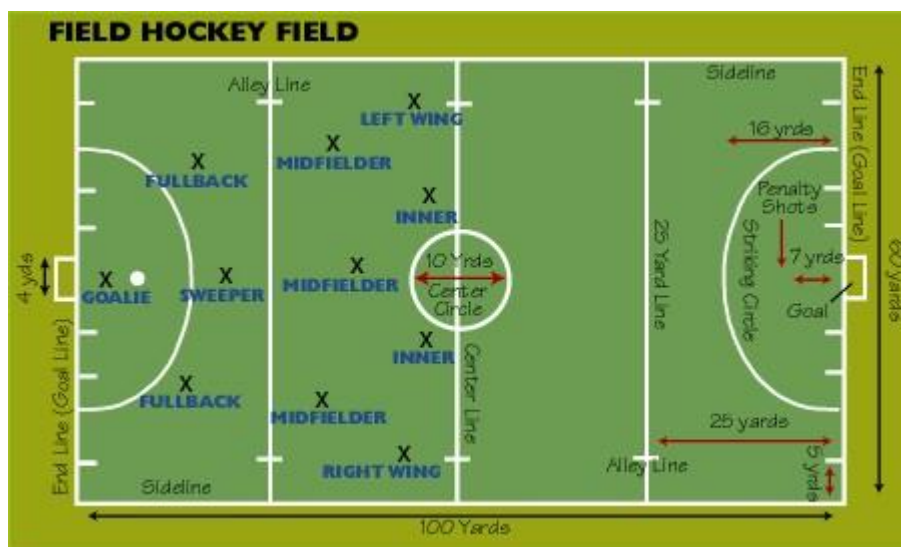
The defenders are positioned at four locations. They are right half, left half, right back and left back. The chief role of the defenders is to defend the back four. They should work as a team and try to minimize the score of their opponent.

The main attributes of a defender are as follows:

1. Should be able to turn sideways and get back swiftly.
2. Should be having strong basic skills. Effective in trapping the opponent, passing the ball and tackling the situation.
3. Should be able to prevent opponent attack and put the ball away from the danger zone.
4. Should understand both man-to-man as well as zonal defense and decide the correct approach to use.
5. Should be able to have a good vision of other players and gather knowledge of best passing opportunities.

Midfield

The three distributions in the midfield positions are inside right, inside left and centre half. The midfield is the team's engine room. It links the attackers and the defenders. It should avoid opponents to have clean breaks through the middle of the field. Midfielders should be major game distributors and have a great awareness of the game.



Attributes of a midfielder are as follows:

1. Should possess a great acceleration with fitness, fast and agile.
2. Should possess strong all-round basic knowledge of hockey.
3. Should have a good knowledge in passing, ball carrying, receiving and shooting.
4. Should have a great awareness and vision of the game.
5. Should be able to switch play or change the point of attack.
6. Should be able to understand the defenses and choose the right one at right time.
7. Should be able to understand the lines and angles of attack and defense in the play at midfield.

Strikers

The first role of a striker is to generate opportunities of scoring. These must be done by working as a team, creating width and depth on the attack, create a link with midfield and taking the best of all the possible opportunities.

Specific attributes of a good striker are as follows:

1. Should be able to get a clear view on the lines and angles of attack and defense.
2. Should be able to deploy pressure on the opponent defenders.
3. Should be able to move fast and should be agile with high acceleration and pace change.



4. Should have a good vision on the game and awareness of moves.
 5. Should have a constant movement where the key actions are creating space, attacking opportunities and leading the team.
 6. Should be able to execute and identify the best opportunity for shooting.
- Hockey is played outdoors in rectangular field. Two teams of 11 players each play the game. One of them wears helmet, pads, and stands in-front of goal with a J-shaped hockey stick. The sport requires lot of stamina stand athleticism as one has to run along with ball and stick to score the goal.

In-Text Question

1. How many substitutes are there on a team of hockey?
2. When is a substitution not allowed into the field of play?

Answer

1. 5
2. When a player is suspended.

3.5 Fundamental skills in Hockey

The fundamental skills in hockey include all skills employed by the hockey player to deploy the ball into play effectively using the hockey stick. Hockey game has varieties of such skills that provide for fun and variations that fulfil the aim of the game.

All the skills are required when there is effective coaching and training. Good practice sessions provide opportunities for developing the skills.

The skills are:

- a. The Grip
- b. The Bully
- c. The Strokes, that include;
 - The hit

- The push
- The flick
- The scoop
- d. The dribble
- e. The tackle, that include:
 - The lunge
 - Right hand tackle
 - Left hand tackle
- f. The pass, that include:
 - Dog leg pass
 - Wall pass
 - Push pass

3.6 Types of Hockey Game

Field Hockey

This game is played on ground with grass or artificial synthetic ground. It is predominantly for women in some countries like Europe. But due to the absence of hand gloves, injuries at fingers sometimes hamper the players to continue in the game. But advancement in the game and its rules resulted in security precautions of total body while playing.

Ice Hockey

The same principle of pushing the ball into the goal post but instead of ground, the game takes place on ice. The players use skates to skate over ice and earn points. Their bats also differ in shape and size. The ball is actually not spherical in shape but a disc like solid that is used to roll over ice. It is fun watching this game and even more to take part.



Sledge Hockey

For disabled people who want to enjoy the fun of playing ice hockey, this game was invented. It has a board on which the player will be resting and with the help of skates it will be rolling on ice and the rest is same as ice hockey. It is also played by normal people sitting on the boards.



Roller Hockey (Quad & In-line)

Roller hockey has two forms; quad and in-line. The players in quad variant wear quad skates while playing the game. A ball is used to play and the equipment used by goal keeper is different from other variants. This version of hockey is played in more than 60 countries.

Players use in-line skates for the later version. This game has originated from quad subtype that existed decades ago. In-line hockey is easier version when compared to quad.

The game is played in three intervals of fifteen minutes each.



Bandy

Bandy is Russian version of hockey and also the national sport. It became so popular across Europe that a bandy federation was formed during mid-20th century. The major difference from other versions is that Bandy is played in a field that is almost equal to the size of football field. This sport also took birth

from ice hockey. Gradually by end of 20th century, Bandy was played professionally in parts of Asia and North America.



Discussion

What is the state of hockey game in Nigeria?

4.0 Self-Assessment Exercise(s)

1. The number umpires needed to officiating of hockey match is
 - a. 1
 - b. 3
 - c. 2
 - d. 4
2. Which of these sports is out of place
 - a. Cricket
 - b. Hockey
 - c. Volley ball
 - d. Polo
3. The game of hockey is played on a field with
 - a. One goal post
 - b. Two goal post
 - c. Three goal post
 - d. Four goal post
4. Number of substitutes that is on the team of hockey is
 - a. 2
 - b. 3
 - c. 4
 - d. 5

5.0 Conclusion

In this unit you have learnt about the nature, the field of hockey, the terms used in hockey and the fundamental skills of hockey.

6.0 Summary

In this unit, you have learnt nature of the game of hockey, the field of hockey, the fundamental skills in hockey and the terminologies used in hockey.

The in-text questions and Self Assessment Exercise you attempted were meant to provide you opportunities of testing your understanding and amount of learning you have achieved after having studied this unit.

The online links and texts that have been provided you were meant to broaden your knowledge and understanding required in this Unit.

7.0 References/Further Readings

1. Apagu, Kambayari (2012) History and Development of Sports and Games for Junior Secondary Schools in Nigeria. N.P.P
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Unit 3: RULES; SCORING, AND OFFICIATING IN HOCKEY GAME

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1.0 Introduction

For the purpose of adding excitement to the game, the International Hockey Federation has altered rules to make the game faster. Below are rules that give the hockey game organization and orderliness. The rules also protect players from injuries resulting from accidents. The rules allows for the smooth play with minimal accidents that otherwise would have been injurious physically to the players as well as to the spirit of the game.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to: -

1. List the basic rules in hockey game;
2. Describe how a goal is scored in hockey game.
3. Explain how free hit is awarded
4. Explain the duties of officials of the Hockey game.

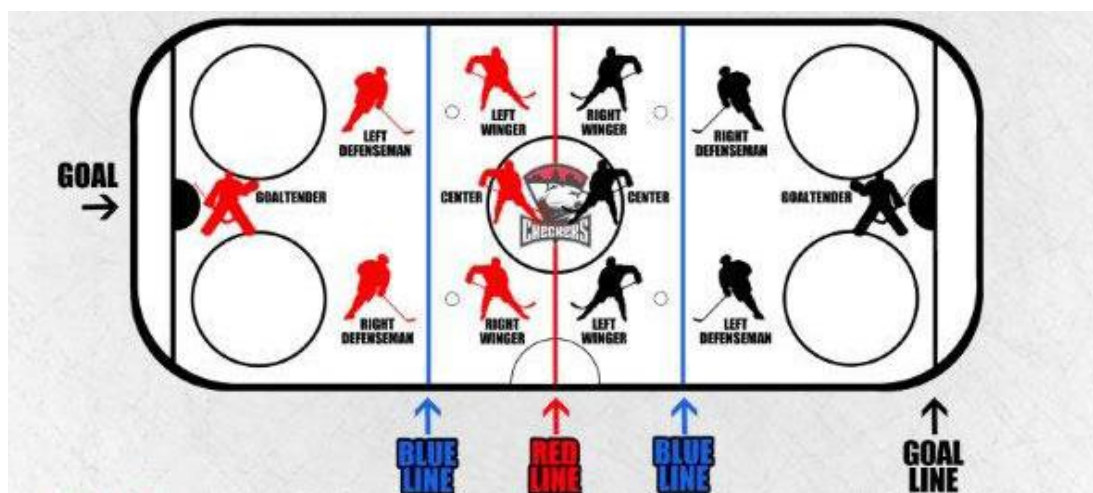
3.0 Main Content

3.1 Rules in Hockey

TOSS: Field Hockey games begin with a toss by the umpire. The toss is made between the two captains. The team that wins the toss gets its choice of either starting the game or the choice of side of the field.

TEAMS: Each team puts 11 players on the field at a time - ten regular players and one goalie. Five substitution players remain on the sideline. In rare circumstances, a team will choose to pull its goalie off the field in exchange for an extra field player. The players on the sideline can be used as substitutes for any of the players on the field at any given time. The number of substitutions made is up to the umpire.

POSITIONS: Positions in field hockey are not absolute. Generally, though, teams arrange players into defense, midfield, and attack. Most teams choose to have a goalie, but a goalie is not required. Many teams include a single sweeper who acts as a last line of defense in front of the goalie. The minimum number of players needed for a game to be considered a regulation game is nine, including the goalie. Depending on the division and/or league, however, this number can vary.



To have goalkeeping privileges, a player must wear a helmet and a jersey that is a different color than that of her teammates. A full protected goalie cannot leave her side's defensive 25-yard line during play, unless the goalie is defending a penalty stroke. Substitute goalkeepers - or "kickers" - do not wear the full goalie equipment; they only wear a helmet, different colored shirt, and sometimes goalie leg pads. Kickers are field players that play goalie only when their team does not have one, or if the team wants an additional player instead of a goalie. They can leave their side's defensive end, but cannot use their feet or hands outside the 25-yard mark.

STICK BASICS AND HANDLING: The head of a hockey stick is hooked. The right-hand side of the stick is rounded, while the left-hand side is flat. The ball can be played on the flat, left-hand side of the stick, or on its edge; it cannot be played on the rounded side. This is natural for right-handed players and unnatural for left-handed players. Unfortunately for lefties, left-handed sticks are not allowed to be used in games. To make a legal hit to the right without using the rounding side of the stick, a player must turn the stick over the ball and use the flat side. Taking a hit by reversing the stick head - turning the handle approximate 180 degrees over the ball - and striking the ball with a left-to-right swing with the flat side of the stick is called a "reverse hit." Keeping the ball under close control is called dribbling, or stick handling. Dribbling is used when running with possession of the ball. It helps a player maneuver past opposing players for a chance to shoot on goal. Other essential skills for playing field hockey are the ability to control, pass, push, stop, and shoot the ball with your stick.

In-Text Questions

1. The team that wins the toss and decides to start the game leaves the opponent with the choice of ---?
2. Who conduct the toss?

Answers

1. End or side of the field
2. The umpire

FOOT FOUL: Players are not allowed to use their feet, or any other body part, to control the ball. If the ball hits a player's foot, the umpire will either award the other team a free hit or let the game continue if the other team gains an advantage. Only the goalkeeper is allowed to use her hands, feet, and body to stop or strike the ball.

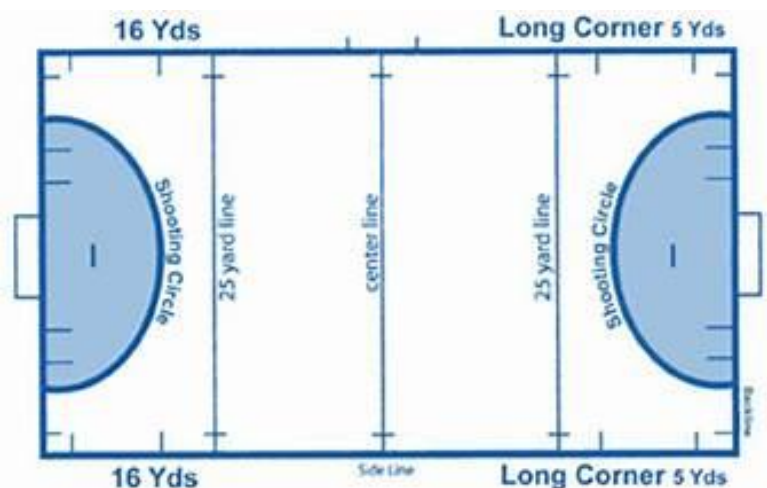
BALL ABOVE SHOULDER: The ball is allowed to be lifted in the air as long as the umpire does not consider the play to be "dangerous." The umpire will make that call if the ball could potentially hit or injure another player. The general rule is that the ball should not be lifted above the knee within five meters of another player. An exception to this rule is when the ball is raised by using a scooping or long-pushing action of the stick, or when there are no players in the same proximity as the ball. The ball cannot be hit into the air unless it is a direct shot on goal.



Summary of the rules of hockey game

1. Substitution. Each team is allowed to make two substitutes when the game is in progress.
2. Captains. Each team should appoint a captain who will toss for the start of the game and signal to the officials (umpires) for a substitute to be brought into the game.
3. Umpires. For a game, there shall be two umpires who conduct the game. Also, there should be a timekeeper.

4. The Goal, the goal is located on each half of the field and is marked by 2.13m tall posts which are 3.66 m apart and joined by a cross-bar. Both the goal posts and the crossbar are rectangular in shape.
5. The Shooting Circle. A shooting circle is marked out in front of each goal. The shooting circle is 14.63 m from the goal line and parallel to it. It is indicated by a line 3.66 m and 7.6 cm wide, which is extended to meet the goal line.



6. Scoring a Goal. A goal is scored when the ball is hit from within the shooting area and crosses the goal-line between the posts and below the crossbar.
7. Off-Side. A player is offside if he is nearer to the opponents' goal line than the ball at the time it is hit. For being offside, the opposing team is awarded a free hit which is like a free kick in soccer.
8. Penalty Corner. A penalty corner is a short corner taken on the goal line at a point 9.14 m from the goal posts. During the penalty corner, all players are to be about, 4.57 m away from the ball.
9. Penalty Stroke. A penalty stroke is taken at a spot 6.4 m from the goal line. The penalty stroke is determined by the umpire based on the infringement of the rules by the offending player.
10. Ball is Out of Play. The ball is out of play when it crosses the goal line outside the posts or when it crosses the sidelines. In the event of the ball going out of the field of play, a free hit is taken from the spot where it occurred.

In-Text Questions

1. For and intentional foul made by goal keeper on his side the punishment is--?
2. When an attacker hit the ball over the goal line the ball is put back into play with---

Answer

1. Penalty stroke
2. Free hit by the defending side

3.2 Scoring

SCORING:

There are three different ways to score a goal in field hockey:

1. Field goal
2. Penalty corner
3. Penalty stroke

FIELD GOAL: A goal can only be scored if the shot is taken within the “shooting circle,” a semi-circular area in front of the opponent’s goal. The shooting circle is also known as the “dee” or “D” for the defensive team. The ball must be touched by a player on either team inside the circle for it to count as a goal.

PENALTY CORNER: A penalty corner is awarded when the defensive team breaks certain rules inside the D, or when a defender commits an intentional offense outside the circle but within the 25 yard (23 meters) area.



Play is stopped for a penalty corner to allow time for both teams to set up its respective attack and defense positions. Defense is allowed five defenders, including the goalie on the end line.

One attacker stands on the end line 11 yards (10 meters) away from the goal and pushes the ball out to the attackers on top of the shooting circle who are waiting to take a shot on goal. The rest of the defensive team must stay behind the center line until the ball is pushed out by the offensive player.

In order for a goal to count during a penalty corner, the ball must travel outside the shooting circle before an offender can take the shot. The receiver will then push the ball back into the circle for a shot to be taken. The shot has to be taken inside the marked circle for the goal to count. The first shot is a hard hit on goal.

If the ball is lifted in the air above the backboard, the goal will not count. The only exception to this rule is if the first shot is a “scoop” or a “flick” - shots that are lifted in the air with a long scooping or pushing action. On the international level, the “drag flick” is the most popular type of lifted shot on short corners. Teams generally have a set play for short corners. A short corner is the best opportunity to score in field hockey, because the offensive team attacks with twice as many players as the defensive team.

PENALTY STROKE: A penalty stroke is a single shot taken on goal by an offensive player chosen by her team. The goalkeeper is the only opposing player that can defend this shot. A stroke may be awarded for a number of reasons. The most common reason for a stroke to be taken is when a defender commits a foul that directly prevents a goal from being scored. The shot is taken from a spot referred to as either the stroke mark or p-flick. It is located seven yards (6.4 meters) directly in front of the goal. Game play is stopped during the penalty stroke and all players must stand outside the circle, 25 yards (23 meters) away. The player must push, flick or scoop the ball and is permitted to raise the ball to any height. When the stick makes contact with the ball, it should make no distinct hitting noise; otherwise the umpire can negate the penalty stroke.

3.3 FREE HITS

Free hits are awarded throughout the main part of the field for general offenses by either team. The most common fouls that lead to free hits are: Obstructing an opponent from playing the ball Interfering with the stick or body when tackling Playing the ball dangerously (including lifting the ball)



In a free hit, the ball is given to the fouled team where the offense took place. The ball is placed on the ground and a player will re-start the action by passing it to a teammate, hitting the ball forward or backward, or through a self-pass (either by dribbling the ball or hitting it into space). All opposing players must stand at least five yards from this player until the ball is put into play. If the ball is within the

25-yard area of a goal, the ball cannot be directly hit into the circle. The ball must travel five yards by dribbling or passing before it can be hit into the circle and shot at goal.

OBSTRUCTION: Obstruction is a huge part of field hockey and is a direct contribution to the high frequency of whistle blows during games. In the most general terms, obstruction is called when the ball is shielded from an opposing player who is trying to get the ball. Players often use their own bodies or sticks to block the ball, but third party obstruction is also called. Third party obstruction is called when a player runs between her teammate (who has possession of the ball) and an opponent trying to get the ball, essentially block the opponent's path.

MATCH TIME: An international match consists of two periods of 35 minutes and a halftime interval of five minutes. The team that scores the most goals within this time is the winner. According to the International Hockey Federation, if no goals are scored during regulation time, the game will end in a tie (or draw). Exceptions to this rule can vary league to league. In some leagues and at some tournaments, an extra period known as "overtime" will be played if the game is tied at the end of regulation.

In-Text Questions

1. State one condition under which a goal can be scored from outside the circle?
2. When does the umpire awards Penalty Corner hit awarded?
3. When the whole ball passes completely over the side line same ball or another ball is --- without undue delay.

Answers

1. When the ball must have been touched by any player within the circle.
2. For breaches/fouls committed by defender inside the circle.
3. Pushed or hit.

Overtime:

There are several variations of overtime depending on the specific league rules (check your local league rules for more information). These variations include:

Regular overtime (two 10-minute periods): The team with the most goals at the end of overtime is declared the winner.

Sudden-death overtime (two 10-minute periods): The team to score first wins the game.

Seven-side overtime (two 10-minute periods): Seven players from each team (instead of the regular 11 players) are chosen to play in overtime. The teams play a sudden-death format.

PENALTY-STROKE COMPETITION:

Each team chooses five players to take a shot on the other team's goalie. The team with the most goals out of each of its five shots is declared the winner. If the shots result in a tie, the teams will participate in sudden-death penalty shots (the teams alternate taking penalty shots on the goal; the first team to score is the winner).

3.4 Officiating in Hockey Game

There are two umpires (or “referees”) in each game. Each umpire controls half of the field, although general play in the midfield can be called by either umpire. An umpire can give a card to any player who has commits a repeated offense. There are three types of cards: Green card: Warning for the player to stop whatever she is doing.



YELLOW CARD: Temporarily suspends the player for a minimum of five minutes of playing time.

RED CARD: Permanently suspends the player from the match.

If a player is suspended temporarily or permanently, her team plays with fewer players.

UMPIRE CALLS: The whistle is the umpire's tool to enforce the rules of the game. The umpire blows the whistle to:

- ♣ Start the first and second half of the game
- ♣ Start a bully
- ♣ Call a foul
- ♣ Start and end a penalty stroke
- ♣ Indicate a goal
- ♣ Re-start a match after it's been stopped
- ♣ Stop a match to substitute players into the game

♣ Stop the match for an injury

The umpire uses the whistle to keep the game moving smoothly. The umpire will also use hand signals to indicate the specifics of the call.

Other Resources If you know the rules, you will have a fun and clean field hockey game. Field hockey is based on skill, not force. Being able to navigate through the field without committing any fouls will result in less time stoppage for penalties.

Discussion

When is any player allowed to touch the hockey ball with bare hand?

4.0 Self-Assessment Exercises

1. Which of the following is out of place
 - a. Free hit
 - b. Push
 - c. Throw in
 - d. Penalty Corner
2. At the moment when a push or hit is made, no other player shall be within
 - a. 5 yards of the ball
 - b. 7 yards of the ball
 - c. 10 yards of the ball
 - d. 3 yards of the ball
3. A goal is considered scored only when
 - a. The ball stroke within circle crosses the goal line between the two posts and underneath the cross bar
 - b. When the ball was not caught or stopped by the goal keeper and ball stroke from outside the circle
 - c. When a defender commits an error within the circle and the ball fails to cross the goal line
 - d. When the ball was stroke outside the circle passes the goal line in between the post and underneath the cross bar
4. The only person that can start or stop the game is
 - a. Captain
 - b. Line man
 - c. Umpire
 - d. Score recorder

5.0 Conclusion

In this unit you have read and learnt the basic rules in hockey; how a goal is scored in hockey; how free hit is awarded; and the duties of officials of the hockey game.

The acquired should provide you with good information on how the game of hockey is played and officiated. Links and texts provided in this unit are meant to broaden your understanding of requirements in this unit. The in-text questions and self- assessment exercise will give you information on your own level of understanding of this course.

6.0 Summary

The information and learning provided you in this unit should enhance your understanding of the rules of hockey, when and how a goal is scored, situations leading to the award of free hit and the duties or responsibilities of the umpire in the hockey game. Knowledge gained in the unit should be useful in practical application as may be required in the field or outside the class room.

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Unit 4: Skills and Facilities in Hockey

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- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
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 - 3.1 Skills in Hockey Game
 - 3.2 Facilities in Hockey Game
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1.0 Introduction

The stick and the ball are essential equipments needed to play the game of hockey. Apart from the stick and ball, foot wear and clothing for the players are important too. The pad is protective equipment needed by the goal keeper as a protective device. In recent time, the face-mask is becoming popular too.

A number of skills are employed by the players to play the game of hockey effectively. Essential skills include the bully, the push-in, pass, flick, scoop, dribble, tackle and lounge. The extents to which the player can perform these

skills provide the much desired fun, entertainment and skilfulness needed in the game of hockey.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to:

1. Demonstrate the fundamental skills in hockey game;
2. State the facilities needed in the game of hockey
3. Describe the equipment needed on the hockey pitch

3.0 Main Content

3.1 Outline of the Basic Skills in Hockey Game

1. The grip. The grip is same as to hold the hockey stick. To hold the stick the player holds the stick with his two hands. The right hand slightly below the left hand.
2. The roll-in. the roll-in is a technique used to put the ball back into play when the ball had gone out of the field of player.
3. Push-in. This is the act of putting the ball into play when it goes out he stick within the field of play or out of bounds. The ball is rolled in or thrown in from behind the side line.
4. Bully. To bully the ball, a player of each team stands squarely facing the side lines, each with his own goal-line on his right. Each players shall tap with his stick, first the ground between the ball and his own goal-line and with the face of his stick his opponent's stick over the ball three times alternately, after which one of these two players must play the ball with his stick before it is put into play. The bully is used by the umpire in the event of restarting a game after a substitution.
5. The Dribble. Dribbling is same as manoeuvring the ball with players own stick in between opponents. The aim of the dribble is to outwit the opponent with the aim the ultimate aim of passing the ball or shooting at the goal from the striking circle
6. Fielding the Ball. This is the act of stopping the ball or breaking the speed of the ball in motion with the stick. The ball is fielded by firmly placing the curved surface of the stick on the side of the ball.



7. **Dodges.** A dodge is the act of pulling the ball away from the opponent and changing its direction in order to avoid an opponent. The player can dodge to the left or to any other preferred direction, and tap the ball as he moves.
8. **The tackle.** Tackling is the means of dispossessing the opponent of the ball. To execute a tackle, you should advance or move forward with your stick and place it vertically on the path of the ball. This movement should be accurately timed so that the ball will roll onto the stick, thereby obstructing the movements and that of the opponent.
9. **The Drive.** The drive is technique of hitting hard on the ball with the stick to make it travel a long distance in the field of play. This is executed with a good swing of the stick sideways and a forceful hitting of the ball.
10. **The Push Pass.** The push pass is a short pass used to get the ball across to a team-mate at a short distance. It is also useful in cases when there is no time to execute a back swing. To execute the push pass, place the blade of the stick beside the ball, push, and straighten the arm.
11. **The Flick.** The flick and push pass are similar. In the flick, the stick is rotated in an anti-clockwise direction as the ball is lifted from the ground with a snapping of the wrist. The flick pass is useful for making a pass to a closely marked team-mate.
12. **The Scoop.** The scoop is a stroke used to make a pass or to take a shot at die goal. It can also be used to execute a dodge. As the ball is on the ground, lower the hand with the face of the blade facing up and let the toe of the blade be under the ball. From this position lift the hand upward and forward. In order to improve on these skills, the learner or player should regularly practice the various activities.

<https://www.youtube.com/watch?v=n262iVhO18M> (ctrl + click)

In-Text Questions

1. The bully is used to --
2. How has the that gone out of field over the sideline brought back in to play

Answers

1. Restart a game
2. Push-in

3.2 Facilities in Hockey Game

The following are the equipment used in the hockey game

1. Hockey Stick – It is a wooden stick with length varying from 26'' to 38.5'' depending on height of the player. The bat has a hooked shape at the head. There are four types of variations namely, short, midi, maxi and the J Hook depending on the height or size of the player.
 - a. The short type is used by players, who take an extreme control over the ball to increase the manoeuvrability. Generally, the players at the mid field position use this type of bat in the game.
 - b. The midi type is used by the players who hit the ball more often and need to be strong on the reverse side. Strikers use midi predominantly.
 - c. The maxi type is used by the players who act as defenders or attackers. This bat is similar to the midi type but the surface area is being increased. For stopping the ball, its strength allows it to be much more efficient in doing that.
 - d. The J Hook type has a much larger surface area. However, it doesn't possess the efficiency of the midi type in striking the ball. But, for stopping the ball it has an increased thickness. This head type is preferred by the defenders.

Types of Field Hockey Sticks



2. Ball - The hockey ball is a plastic spherically shaped material made of cork core usually white coloured. The colour varies based on the colour of the ground on which the game is played. The circumference of the ball is generally 224 to 235mm. It weighs around 156 to 163gms.
3. Shin guards - It is worn in front of a player's shin for protection from injury.



4. Mouth guards – It is to protect the mouth and teeth during the game while playing.

5. Helmet and throat protector – This equipment are used to protect head and throat from getting injured.
6. Cleats (Shoes) – There are special types of shoes which enhance the free walk and run over the ground.
7. Goggles, Gloves, Head bands – Goggles and gloves are used by the goalies whereas; head bands are used by the players except the goal keepers.
8. Goalie sticks and heads – For hitting the ball and striking it, the goal keepers use a different type of bat.
9. Face Mask - It is one of the latest equipment in hockey. It exposes only the eyes and covers rest of the face. Again, this is also made of fiber. It has elastic band or belt to fit firmly.
10. Body Pad or Chest Protector - The body pad covers the ribs from getting hurt. This is worn inside the uniform.
11. Pads - The pads are worn to protect knees and lower part of limbs.
12. Kicker - Kicker is a unique shoe used by goalkeepers. They are strong enough to protect the toes when goalkeeper tries to kick or block the ball to prevent goal.

These are the equipment used for playing hockey and most of the equipment is used by the goalkeepers. The goalkeeper is given much protection in comparison to other players as they have to move continuously and weight of the equipment may slow down their movement.

Discussion

What make the hockey goal keeper more prone to injury?

4.0 Self-Assessment Exercises

1. The grip is same as
 - a. Holding the ball
 - b. Holding of the stick
 - c. Style of play
 - d. A type of strike
2. The push-in is used to put,
 - a. the ball into play, after having gone out of field of play over goal line
 - b. the ball into play after having gone out of the field of play over the side line
 - c. the ball into play after having gone outside the sticking circle
 - d. the ball into play after being touched by a defending goal keeper

3. a common equipment used by goal keeper and the field player is
 - a. jersey
 - b. whistle
 - c. stick
 - d. pad
4. the face mask worn by the hockey player is to protect against
 - a. virus
 - b. accident
 - c. fracture
 - d. cut

Answers

1. b
2. b
3. c
4. b

5.0 Conclusion

This unit has provided you information and learning on facilities, equipment and essential skills in the game of hockey. In-text and self assessment questions that you answered provided you with opportunities of testing your understanding of the materials in this unit. Texts attached and online links are meant to help you with needed information beside that which the unit material has given you.

6.0 Summary

The skills identified in this unit can be acquired and developed by you with good practice session. You are reminded that theoretical knowledge is not all you need you are therefore encouraged in the practical acquisition and demonstration of the skills. Further, knowing how to use the hockey equipment is also considered important for you. Endeavour to go through all the text and online links that have been provided you in this unit.

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Module 3: Basket Ball

Module Introduction

Unit 1: Introduction to Basketball

Unit 2: Description of Basketball Game

Unit 3: Rule; Scoring, and Officiating in Basketball Game

Unit 4: Skills and Facilities in Basketball Game

Unit 1: Introduction to Basketball

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1.0 Introduction

The history of basketball dates back 1891. The originator James Naismith conceived the idea of the game as a student at the Young Men Christian Association (YMCA) training college at Springfield, Massachusetts USA. Naismith erected a peach basket at the end of the gymnasium. Two teams were formed. The aim was to get the ball used in play, of course, soccer ball in the opponent's basket. By 1984

Teams started to experiment and played with five players on each side. This number on side is what is being used up till date. The game developed and advanced very rapidly to the extent that it featured in the Olympic games of 1936.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to:

1. Explain how basketball game started

3.0 Main Content

3.1 History of Basketball

The history of basketball began with its invention in 1891 in Springfield, Massachusetts by Canadian physical education instructor James Naismith as a less injury-prone sport than football. The game became established fairly quickly, very popular as the 20th century progressed, first in America and then throughout the world. After basketball became established in American colleges, the professional game followed; the American National Basketball Association (NBA), established in 1949, grew to a multi-billion dollar enterprise by the end of the century, and basketball became an integral part of American culture.



James Naismith of YMCA



The first basketball court: Springfield College

On December 21, 1891, James Naismith published rules for a new game using five basic ideas and thirteen rules. That day, he asked his class to play a match in the Armoury Street court: 9 versus 9, using a soccer ball and two peach baskets. Frank Mahan, one of his students, wasn't so happy. He just said: "Harrumph another new game". However, Naismith was the inventor of the new game. Someone proposed to call it "Naismith Game", but he suggested "We have a ball and a basket: why don't we call it basketball?" The eighteen players were: John G. Thompson, Eugene S. Libby, Edwin P. Gurgles, William R. Chase, T. Duncan Patton, Frank Mahan, Finlay G. MacDonald, William H. Davis and Lyman Archibald, who defeated George Weller, Wilbert Carey, Ernest Hildner, Raymond Kaighn, Genzabaro Ishikawa, Benjamin S. French, Franklin Barnes, George Day and Henry Gelan 1–0. The goal was scored by Chase. There were other differences between Naismith's first idea and the game played today. The

peach baskets were closed, and balls had to be retrieved manually, until a small hole was put in the bottom of the peach basket to poke the ball out using a stick. Only in 1906 were metal hoops, nets and backboards introduced. Moreover, earlier the soccer ball was replaced by a Spalding ball, similar to the one used today.

In-Text Questions

1. What is the place of origin of Basketball?
2. When did Basketball game appeared at the Olympic?

Answers

1. Springfield, Massachusetts USA
2. 1936

YMCA, U.S. ARMY SPREAD DEVELOPMENT

The YMCA had a major role in spreading basketball throughout the United States, Canada, and the world. In 1893, Mel Rideout arranged the first European match in Paris, in Montmartre. At the same time, Bob Gailey went to Tientsin, China, Duncan Patton to India, Genzabaro Ishikawa to Japan, and C. Hareek to Persia.

The First World War broke out in 1914, and the U.S. Army started fighting in Europe in 1917. During World War I, the American Expeditionary Force brought basketball wherever it went. Together with the troops, there were hundreds of physical education teachers who knew basketball. Naismith also spent two years with the YMCA in France in that period.

PROFESSIONAL LEAGUES, TEAMS, AND ORGANIZATIONS

The first professional league was founded in 1898. Six teams took part in the National Basketball League, and the first champions were the Trenton Nationals, followed by the New York Wanderers, the Bristol Pile Drivers and the Camden Electrics. The league was abandoned in 1904. Then, many small championships were organized, but most of them were not as important as some teams who played for money against challengers.

The Original Celtics, for instance, are considered the "fathers of basketball", and were presented as "World's Basketball Champions"; the players had to sign a contract to play with them and the Jim Furey, organized matches as a circus, moving daily from town to town. The Celtics became the strongest team, and their successes lasted from 1922 until 1928, when the team disbanded due to ownership

problems. The Original Celtics are sometimes incorrectly thought of as forebears of the current Boston Celtics of the NBA; in reality, they share only a name, as today's Celtics were not founded until 1946, nearly two decades after the demise of the Original Celtics. In 1922, the first all-African American professional team was founded: the Rens (also known as New York Renaissance or Harlem Renaissance). The Rens were the Original Celtics' usual opponent, and for their matches a ticket cost \$1. They took part in some official championships and won the first World Professional Basketball Tournament in 1939. The team disbanded in 1949.

In the 1920s and 1930s, Eastern Basket Ball League (founded in 1909), Metropolitan Basketball League (founded in 1921) and American Basketball League (founded in 1925) were the most important leagues.

AMERICAN COLLEGES LEAD THE WAY

The greatest level of early basketball activity outside of YMCAs was seen in American colleges. The first known U.S. College to field a basketball team against an outside opponent was Vanderbilt University, which played against the local YMCA in Nashville, Tennessee, on February 7, 1893. The second recorded instance of an organized college basketball game was Geneva College's game against the New Brighton YMCA on April 8, 1893, in Beaver Falls, Pennsylvania, which Geneva won 3–0.

The first recorded game between two college teams occurred on February 9, 1895, when Hamline University faced Minnesota A&M (which later became a part of the University of Minnesota). Minnesota A&M won the game, which was played under rules allowing nine players per side, 9–3. The first intercollegiate match using the modern rule of five players per side is often credited as a game between the University of Chicago and the University of Iowa, in Iowa City, Iowa, on January 18, 1896. The Chicago team, which was organized by Amos Alonzo Stagg, who had learned the game from James Naismith at the Springfield YMCA, won the game 15–12. (Some sources state the first "true" five-on-five intercollegiate match was a game in 1897 between Yale and Penn, because the Iowa team, that played Chicago in 1896, was composed of University of Iowa students, but did not officially represent the University of Iowa – rather being organized through a YMCA.) By 1900 the game of basketball had spread to colleges across the country.

By 1897, the U.S. Amateur Athletic Union (AAU) had taken over oversight of basketball activity from the YMCA. In April 1905, representatives of fifteen colleges separately took over control of the college game, creating the collegiate "Basket Ball Rule Committee." The Committee was in turn absorbed into the predecessor of the National Collegiate Athletic Association (NCAA) in 1909. The extremely popular NCAA Men's Basketball Tournament was started in 1939.

FOUNDING OF NBA

The Basketball league was founded in New York City on June 6, 1946 as the Basketball Association of America (BAA). The league adopted the name National Basketball Association (NBA) in 1949 after merging with the rival National Basketball League (NBL). As of the early 21st century, the NBA is the most significant professional basketball league in the US in terms of popularity, salaries, talent, and level of competition.

AFRICAN-AMERICANS IN BASKETBALL

The Smart Set Athletic Club of Brooklyn and the St. Christopher Club of New York City were established as the first fully organized independent all-black basketball teams in 1906. These teams were amateur.

In 1907 the amateur, all-black Olympian Athletic League was formed in New York City consisting of the Smart Set Athletic Club, St. Christopher Club, Marathon Athletic Club, Alpha Physical Culture Club, and the Jersey City Coloured YMCA. The first inter-city basketball game between two black teams was played in 1907 when the Smart Set Athletic Club of Brooklyn travelled to Washington, DC to play the Crescent Athletic Club.

In 1908 Smart Set Athletic Club of Brooklyn, a member of the Olympian Athletic League was named the first Coloured Basketball World's Champion.

In 1910 Howard University's first varsity basketball team began.

In 1922 the Commonwealth Five, the first all-black professional team was founded. The New York Renaissance was founded in 1923.

In 1939 the all-black New York Renaissance beat the all-white Oshkosh All-Stars in the World Pro Basketball Tournament.

From the late 1920s the African American Harlem Globetrotters were a successful touring team, winning the WPBT in 1940.



The all-white National Basketball League began to racially integrate in 1942 with 10 black players joining two teams, the Toledo Jim White Chevrolets, and the Chicago Studebakers. The NBA integrated in 1950–51 seasons, just two years after its founding, with three black players each achieving a separate milestone in that process. In the draft held immediately prior to that season, Chuck Cooper became the first black player drafted by an NBA team. Shortly after the draft, Nat Clifton became the first black player to sign an NBA contract. Finally, Earl Lloyd became the first black player to appear in an NBA game as his team started its season before either Cooper's or Clifton's.

After the integration of the NBA, the Harlem Globetrotters started to focus on international touring and exhibition performances, including comic routines. These tours helped to popularize basketball internationally, and gave the Globetrotters the reputation as Basketball's goodwill ambassadors.

AMERICAN BASKETBALL ASSOCIATION

The American Basketball Association (ABA) was founded as an alternative to the NBA in 1967 at a time when the NBA was experiencing a lot of popularity. The ABA offered an alternative ethos and game style as well as some changes in the rules. Julius Erving was the leading player in the league, and helped launch a modern style of play that emphasizes leaping and play above the rim. His playing strength helped legitimize the American Basketball Association.



The league emphasized excitement and liveliness, be it in the color of the ball (red, white and blue), the manner of play, wild promotions, or the three-point shot. National recognition and earnings were low, leading the league to look for a way out of its problems. Merger with the more established and very successful NBA was seen as a solution. The ABA was folded into the NBA in the summer of 1976, its four most successful franchises (the New York Nets, Denver Nuggets, Indiana Pacers, and San Antonio Spurs) being incorporated into the older league. The aggressive, loose style of play and the three-point shot were taken up by the NBA.

First International Games

After its arrival in Europe, basketball developed very quickly. In 1909, there was the first international match in Saint Petersburg: Mayak Saint Petersburg beat a YMCA American team. The first great European event was held in 1919 in Joinville-le-Pont, near Germany, during the Inter-Allied Games. United States, led by future Hall of Fame player Max Friedman, won against Italy and France, and then Italy beat France. Basketball soon became popular among French and Italians. The Italian team had a white shirt with the House of Savoy shield and the players were: Arrigo and Marco Muggiani, Baccarini, Giuseppe Sessa, Palestra, Pecollo and Bagnoli.

Formation of FIBA

World basketball was growing, but it was on June 18, 1932 that a real international organization was formed, to coordinate tournaments and teams: that day, Argentina, Czechoslovakia, Greece, Italy, Latvia, Portugal, Romania and Switzerland founded the International Basketball Federation (Fédération internationale de basketball amateur, FIBA) in Geneva. Its work was fundamental

for the first inclusion of basketball in the Berlin Olympic Games in 1936. The first Olympic title was won by the U.S. national team: Sam Balter, Ralph Bishop, Joe Fortenberry, Tex Gibbons, Francis Johnson, Carl Knowles, Frank Lubin, Art Mollner, Donald Piper, Jack Ragland, Willard Schmidt, Carl Shy, Duane Swanson, Bill Wheatley and the trainer James Needles. Canada was runner-up; the games were played on an outdoor clay court. The first World Championship was held in Argentina in 1950.

Discussion

Suggest reasons for the rapid development of the game of basketball.

4.0 Self-Assessment Exercise(s)

1. In 1894 how many were on a basketball side?
 - a. 10
 - b. 5
 - c. 6
 - d. 4
2. The object of the game of basketball was to,
 - a. Make a point
 - b. Get the ball into the opponents basket
 - c. Score a goal
 - d. Play speedily
3. When was National Basketball Association established in Nigeria?
 - a. 1960
 - b. 1962
 - c. 1963
 - d. 1964
4. In which year was the Basketball Association of America (BAA) founded?
 - a. 1944
 - b. 1945
 - c. 1946
 - d. 1947

5.0 Conclusion

In this unit you have information on the history and development of Basketball. The unit also provided you with brief notes on the inventor of the game, the place

or origin of basketball, important dates and the establishments or formation of associations and bodies of Basketball authorities. The in-text questions were meant to arouse your interest and guide your reading of the unit. The attached texts and online links should help you with relevant information as needed in this unit.

6.0 Summary

In this unit, you have read and learnt history of basketball, its development and associations that emerged from the early beginnings of the basketball game. Materials in the unit provided you with important historical dates associated with the game. All these are considered as important knowledge background of basketball that you really need. The texts and online links attached to this unit when consulted with attention, should further your understanding.

7.0 References/Further Readings

Arceri, Mario; Bianchini, Valerio (2004). La leggenda del basket. Milano: Baldini Castoldi Dalai. ISBN 9788884906267.

Peterson, Robert W. (2002). Cages to Jump Shots: Pro Basketball's Early Years. Lincoln: University of Nebraska Press. ISBN 0-8032-8772-0.

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UNIT 2 DESCRIPTION OF BASKETBALL GAME

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Teams and Positions
 - 3.2 Basketball Players Positions
 - 3.3 Dribbling Mechanics
 - 3.4 Types of Offences
- 4.0 Self-Assessment Exercise(s)
- 6.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings

1.0 Introduction

Basketball is both an indoor and outdoor court game. The purpose of the game is to throw the basketball into a hoop to score point. The court is rectangular. How many points scored is dependent on from which part of the court the throw is into the basket is made. The ball is moved around on the court of play either by dribbling or passing. At the end of the game, the team with the most point is declared the winner.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to;

1. Explain the object of basketball

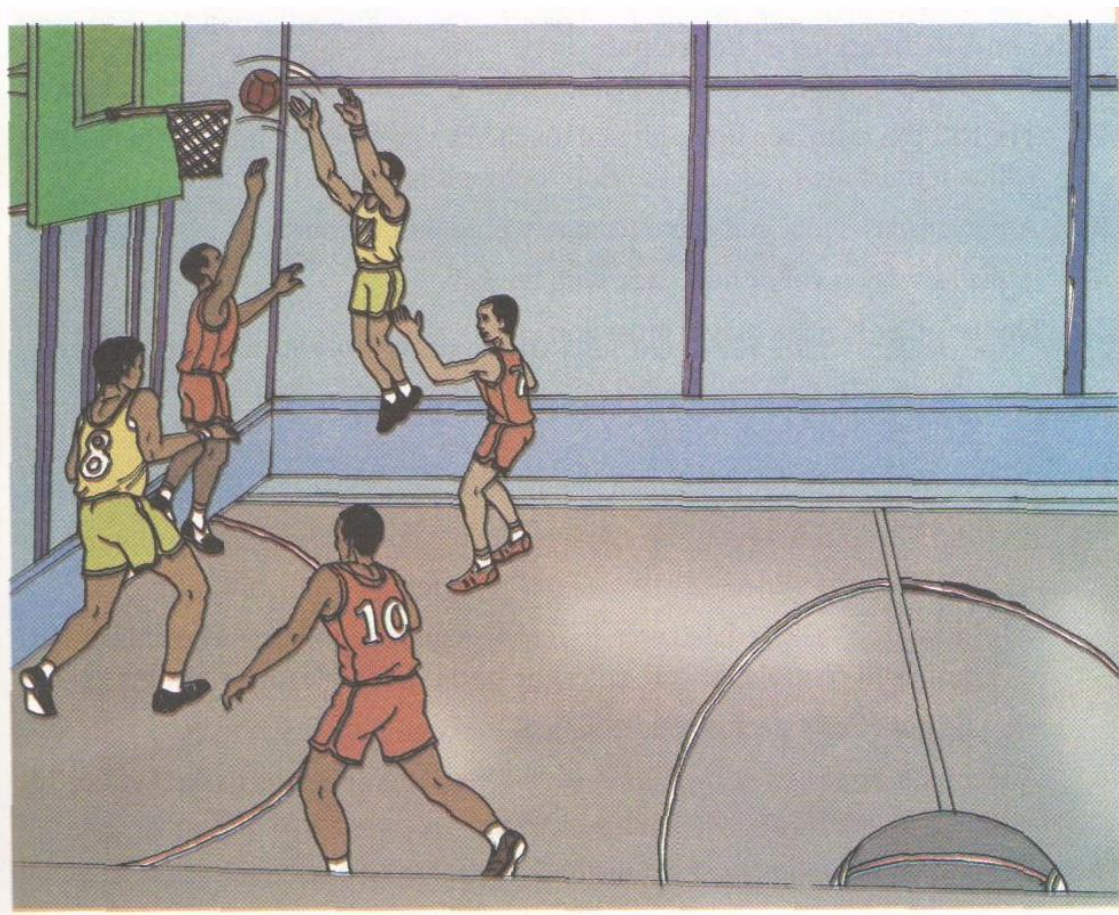
3.0 Main Content

3.1 Object of the Game

a team of basketball is made up of 12 players from which five players appear on the court to represent a team. The game is played between two teams. Each team aims at throwing the basketball into the opponents' hoop. Each team tries to prevent the opponent team from securing the ball or scoring. On each team there are two forward, one centre player and two guards.

The game starts at the centre of the court inside the centre circle with a jump ball thrown into the air after referee has conducted the toss for the two teams for the choice of ends.

The game of basketball lasts for 40 minutes, divided into 20 minutes of equal halves with an allowed interval of 10-15 minutes. At the end of the game, the team with the highest number of points is declared the winner.



3.2 Players Function and Positions

Forward

The forward play on attack on the court of play, either on the right hand or the left hand side, between the restricted areas and the sidelines. And attribute of the forward is that he is usually tall. Forwards should also possess ability to shoot accurately from the corner, and sides of the court. The forwards are usually responsible for the utilization of rebounds should a shot be missed

Centre Player

Often the centre player is the tallest in the team and he plays on attack close to the basket. A centre player should possess the following skills:

- Be skilful at taking shots close to the basket; and
- Have the ability to get free in order to receive a pass and remain close to the basket and rebound strongly.

The centre player or a player in this position is referred as the pivot player. The playing positions in basketball game are not rigid. Any player from a side can assume different positions.

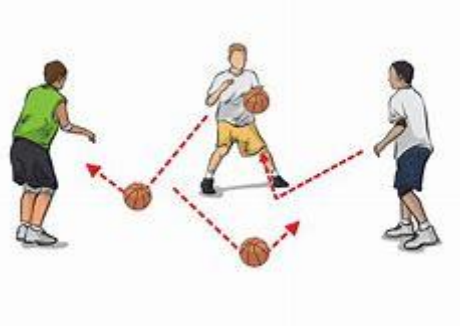
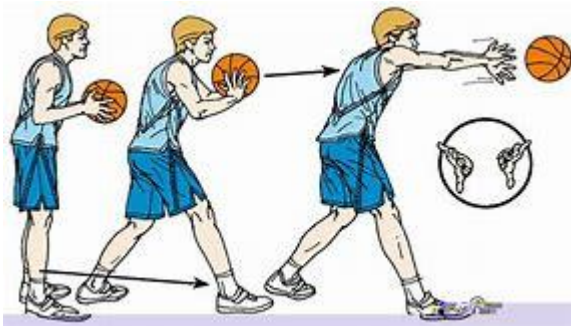


[George Mikan](#)(99) and Jack Allen (21) of DePaul University and Carl Meinhold (23), Elmer Benyak (27) of Long Island University during basketball game at Madison Square Garden, New York

Guard

The guard is a player who plays in the guard position. The guard usually operates in the area of the court between the centre line and the free throw line extended to the sidelines when his team is attacking. The guard is responsible for bringing the ball up court to start the teams' attack.

https://www.youtube.com/watch?v=4_4CymXARWQ (ctrl + click)



In-Text Questions

1. How many minutes make up the duration of the basketball game
2. What is the name of the activity performed at the centre of the basketball court to start a game

Answers

1. 40 minutes
2. jump-ball

3.3 Starting the Game

A **toss** is conducted between the Captains of the two teams to decide on the choice of ends. After the choice of ends the referee will then proceed to conduct the jumpball between the two Captains to the ball into play.

A **jump-ball** is also used to restart the game at any time when the officilas consider it appropriate in the event of an offence committed between two teams and where the offenders cannot be singled out. Similarly, a double foul is resolved between two oppsing players who have committed personal fouls simutaneously against each other. The jump-ball is taken at the nearest circle whre the double foul was committed.

3.5 OFFENSIVE (ATTACK) STRATEGIES

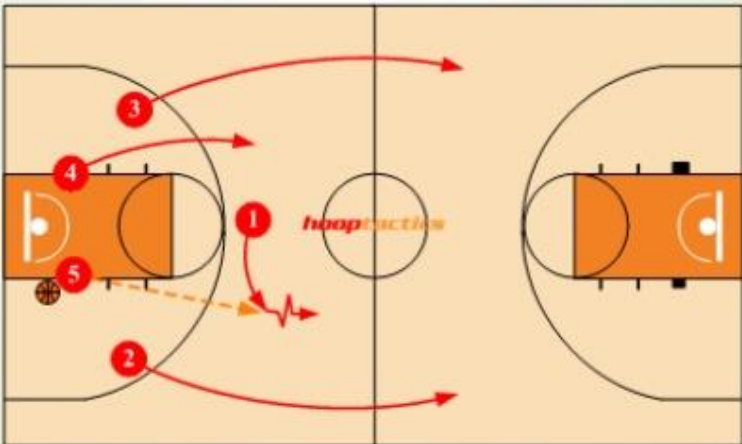
The offensive strategies mounted by a team provide opportunities to attack, and breakdown the wall of opponents' defense. The offensive strategy also provides opportunity to score points, create avenues for making incursion into the opponents' court with the bid of having advantage over the opponents.

Early Offensive

Most early offenses depend on quick, wide lane releases, inbound passes, and pass advances to reach the offensive operating areas before all of the defenders can retreat into the front court area. By advancing the ball into the offensive operating area within 2 to 3 seconds, the defenders are most often spread out, creating an opportunity for a high percentage of field goal attempts. Getting into offense before the defense can establish proper player match-ups also creates severe mismatches. When the early push does not create a good shot or advantage it is important to move right into an offensive flow without allowing the defense to set up.

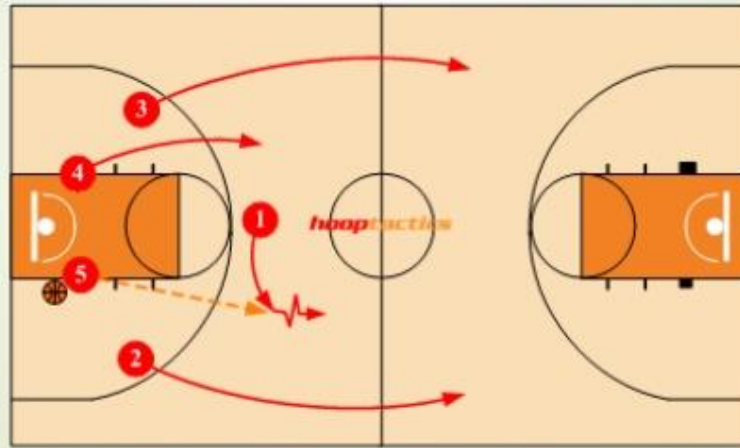
EARLY OFFENSE

- depend on quick, wide lane releases, inbound passes, and pass advances to reach the offensive operating areas before all of the defenders can retreat into the front court area



The diagram illustrates an early offense basketball strategy on a court. It shows a half-court view with the offensive team on the left and the defensive team on the right. The offensive players are numbered 1 through 5. Player 1 is at the top of the key, Player 2 is at the bottom of the key, Player 3 is on the left wing, Player 4 is on the right wing, and Player 5 is at the bottom of the key. Red arrows indicate the flow of the offense: Player 1 passes to Player 2, who passes to Player 3, who passes to Player 4, who passes to Player 5, who then passes back to Player 1. A dashed orange arrow points from Player 5 to the basket, labeled 'hoop action'. The defensive team is shown in black silhouettes on the right side of the court.

- depend on quick, wide lane releases, inbound passes, and pass advances to reach the offensive operating areas before all of the defenders can retreat into the front court area



Set Offensive

Though most teams would prefer to play the up-tempo, fast-break transition game that personifies today's basketball, the "Set Play" is the staple of the game. Set plays use teamwork and screening actions in an effort to create good shots. The types of set plays used are predicated upon the team's player personnel. On the court, set plays are initiated by a verbal or visual hand signal.

Motion Offenses

Through constant player movement, teams of average size and abilities can overcome and defeat teams of superior talent and size. However, this requires players to play together as a single unit. More importantly, it requires players to possess an unselfish attitude to create open shot opportunities for their teammates. This constant player movement must have purpose and patience in attacking the defense. Since all offensive movement is based on defensive reads rather than set action, it is difficult for opponents to scout and defend.

Zone Offensive

The need for a solid zone attack is paramount on every level of the game. Attacking zone defenses requires ball movement and total team effort compared to the player movement and individual skills required in attacking man-to-man defenses. Before undertaking any specific zone offense, coaches and players must have a working knowledge of the strengths and weaknesses of the various zone

defenses. They also need to know how to exploit poor zone defenders. Good outside shooting, early offense (fast breaks) and offensive rebounding are key elements to a successful zone offense.



Spread Offenses

Spread offenses are normally deployed at the end of game to protect a hard-earned lead, or when a team is totally mismatched. By spreading the court, it not only takes time off the clock, but also increases the area the defense must defend. However, in spreading the court, teams must make sure to continue to make basket cuts and attack the basket. Holding the ball for the sake of trying to run time off the clock will allow the defense to become more aggressive and disruptive.



Discussion

What makes a pass effective in basketball game?

4.0 Self-Assessment Exercises

1. the object of basketball game is to,
 - a. score points
 - b. outplay the opponent
 - c. entertain fans and supporters
 - d. all three stated above
2. jump-ball is conducted between
 - a. the teams
 - b. umpire and the Captains
 - c. between the two Captains
 - d. between the forwards
3. duration of basketball game is divided into
 - a. four equal half's
 - b. two equal halves
 - c. many halves
 - d. six halves
4. which one of the following is out of place
 - a. guard
 - b. forward
 - c. defender
 - d. centre player

5.0 Conclusion

This unit has provided you information on object of the game, players function and position, starting the game, and offensive (attack) strategies.

Information you obtain from the unit are meant to enrich your knowledge and understanding of this important aspect of basketball. The in text question, discussion question and self assessment exercise should re-enforce your knowledge of basketball and what may be needed by you to teach classes of beginners in the game of basketball.

6.0 Summary

In this unit which you are completing materials you read had emphasized the object or aim of basketball; basketball players and positions on the court of play;

how the game of basketball is commenced; and the offensive strategies employed by each team in order to achieve the object of the game. The texts and online links provided in the unit are meant to support your learning, and broaden your sources of knowledge in basketball. You are encouraged to make reference to these texts and online links with good attention.

7.0 References/Further Readings

Arceri, Mario; Bianchini, Valerio (2004). La leggenda del basket. Milano: Baldini Castoldi Dalai. ISBN 9788884906267.

Peterson, Robert W. (2002). Cages to Jump Shots: Pro Basketball's Early Years. Lincoln: University of Nebraska Press. ISBN 0-8032-8772-0.

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<https://www.slideshare.net/shanifarrington/basketball-offense-best-strategy-in-basketball>

https://www.youtube.com/watch?v=4_4CymXARWQ

Unit 3: Skills, Facilities and Equipment in Basketball Game

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Skills
 - 3.1.1 catching the ball
 - 3.1.2 shooting
 - 3.1.3 passing
 - 3.1.4 dribbling
 - 3.1.5 footwalk
 - 3.1.6 defense
 - 3.1.7 dunk
 - 3.1.8 rebound
 - 3.1.9 offensive-defense
 - 3.1.10 blocking
 - 3.2 Court and dimensions
 - 3.4 Basketball Equipment
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings

1.0 Introduction

Every sport has its basic skills or patterned competencies that the players employed for effective play. The basic skills in basketball include:

- catching the ball
- shooting
- passing
- dribbling
- footwalk
- defense
- dunk
- rebound
- offensive-defense
- blocking

Basketball facilities whether played indoor or outdoor have unique features that are standard and when available, the facilities should be suitable.

2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you should be able to-

1. explain each basic skill associated with the basketball game
2. demonstrate practically how each of the basic skills is performed
3. state the facilities and equipment needed in basketball sport
4. describe locations of the facilities

3.0 Main Content

3.1 SKILLS

Basic skills related with basketball are:

Catching the ball; shooting, passing, dribbling, footwalk, defense, dunk, rebound, offensive-defense and blocking

3.1.1 CATCHING THE BALL

The player receiving or catching the ball should have his eyes focused on the ball and spread his hand out for the passer to aim at. The ball is caught with the two hands stretched; fingers spread and cushioned it by bending the arms at the elbow joint. For a good balance while catching the ball the feet of the player should be spread apart. The player catching the ball endeavours to get the ball under control in two hands as fast as possible to initiate the next action that could be to shoot, dribble or make a pass.

3.1.2 SHOOTING

There are three basic shots that the player may employ in basketball, and these are:

The lay-up shot, the jump shot, and the set or free throw shot.

The lay-up shot is used when the player is close to the basket. It is performed by holding the ball with both hands, above the head, and releasing it against the backboard so that the ball rebounds into the basket. The performance the lay-up shot requires the following sequence:

- Dribble close to the basket;
- Ball in two hands, take a step or two;
- Jump up and at the same time bring the ball overhead and release it against the backboard.

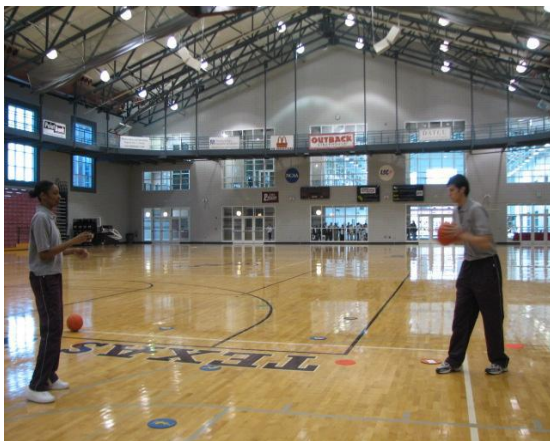
The jump shot appears to be effective shot. The shot maybe taken from a stationary position after a head or footwalk faking, after a pivot, after receiving a pass or at the end of a dribble. The player aims taking off from both feet in vertical direction. As he jumps, the ball is taken up in front of the face to a position above the head with the shooting hand behind the ball just in front of the forehead. The ball is released, near the to of the jump, with an upward extension of the arm and flipped towards the basket using vigorous wrist and finger action.

The set shot is a stationary shot. The feet are kept apart, the body weight evenly distributed. The ball is held up by two hands above the head level and the ball is released to into the basket by and extension of the hands and the knees.

3.1.3 PASSING

A play that involves one player throwing the ball to another. Passing - A good offensive attack requires good passing from players. This helps find an open man, to find a good shooter or to get away from a defender. There are several types of passes you need to learn:

- Overhead Pass
- Chest Pass
- Push Pass
- Baseball Pass
- Off-the-Dribble Pass
- Bounce Pass



Hand position in passing

3.1.4 DRIBBLING

Dribbling is an important skill used by the player to manoeuvre in and out of opponents' position while in possession of the ball and with the aim of advancing towards the basket to execute a shot or make a pass. The ability to bounce the ball

and put the ball under control is a necessary step for effective dribbling. In order to bounce the ball the player should push the ball down to the floor with the fingers spread over the ball while initiating the up and down of the ball by flexing the wrist. The emphasis should be spread fingers relaxed, and wrist becoming flexible for efficient bouncing. On an important note there are basically two types of dribble that include the low dribble and the high dribble.

The low dribble is executed with the hand on the ball cupped. The knee is flexed and the body is bent low and slightly forward. The ball is bounced by pushing it off the floor with the hand in controlled pattern.

The high dribble is used to run down fast to the opponent basket. While moving towards the opponent basket the body is carried in an upright position. Using slightly cupped hand the ball is pushed to the floor with the eyes of the player focused straight ahead.



Low dribbling

In-Text Questions

1. Name the two types of dribble you have learnt
2. What is the pass that is initiated from the chest level?

Answers

1. i. high dribble
ii. low dribble
2. Chest pass

3.1.5 FOOTWALK

The footwalk skill involves the use of either foot by a player as pivot. A pivot foot is used by a player to establish balance, improve his position or create space for a shot. It is desired that every player should acquire this skill. In some cases a player may even use the skill pivoting to slow down the tempo of the game or freeze the game.

3.1.6 DEFENSE

There are two major types of defensive strategies and these are, the man-to-man and the zone defense. The man-to-man involves assigning a specific opponent in another team to mark. A player in the defending team marks a specific attacker whether the attacker is in possession of the ball or not.

Zone defense strategy involves the assigning of players to specific areas of the court to defend during the course of play. However due to the fluidity of the game the players are not necessarily stationed in the specific areas as the players change their positions in relation to the movement of the ball on the court of play.

3.1.7 DUNK

Dunk is a skill that requires a skilful tact of forcing the ball shot by another player into the hoop or ring. Speed acute sense of judgment and flexibility are attributes required of a player to execute the dunk. It important to note that the positioning of a player into correct position to make a dunk is required.

3.1.8 REBOUND

The act of gaining possession of the basketball after a missed shot. Rebounding is essential to gain or regain possession after the shot. Usually, the team who has the most number of rebounds after the game has more shot attempts and chances to score.

3.1.9 OFFENSIVE SKILL

Offensive skill refers to variety of attack strategies employed by the team in possession of the ball and making attempt to score point.

3.1.10 BLOCKING

Blocking is defensive strategy mounted by an opponent that is not in possession of the ball. Blocking is employed to reduce the chances of the offensive player from scoring a point or limiting the chances of the side with the from making successive incursion into the opponents court. Blocking is considered legal so long as no foul is committed in the process.

3.2 COURT AND DIMENSIONS

The basketball court is a major facility used for play in basketball game and can either be indoor or outdoor. The basketball court is rectangular. The court is divided into two equal halves by a centre line. Within the rectangular court is a centre circle and two restricted areas one at each end of the court. Within the restricted area is free throw line which is normally 5.8m from the end line. There are variations regarding the length and breadth of the basketball court depending on the type of game.

In the NBA, the court is 94 feet (29 m) by 50 feet (15 m). Under International Basketball Federation (FIBA) rules, the court is minutely smaller, measuring exactly 28 metres (92 ft.) by 15 metres (49 ft.). A high school court is slightly smaller, at 84 feet (26 m) by 50 feet (15 m). In amateur basketball, court sizes vary widely. The baskets are always 10 feet (3.0 m) above the floor (except possibly in youth competition). The playing court is a flat, hard surface.

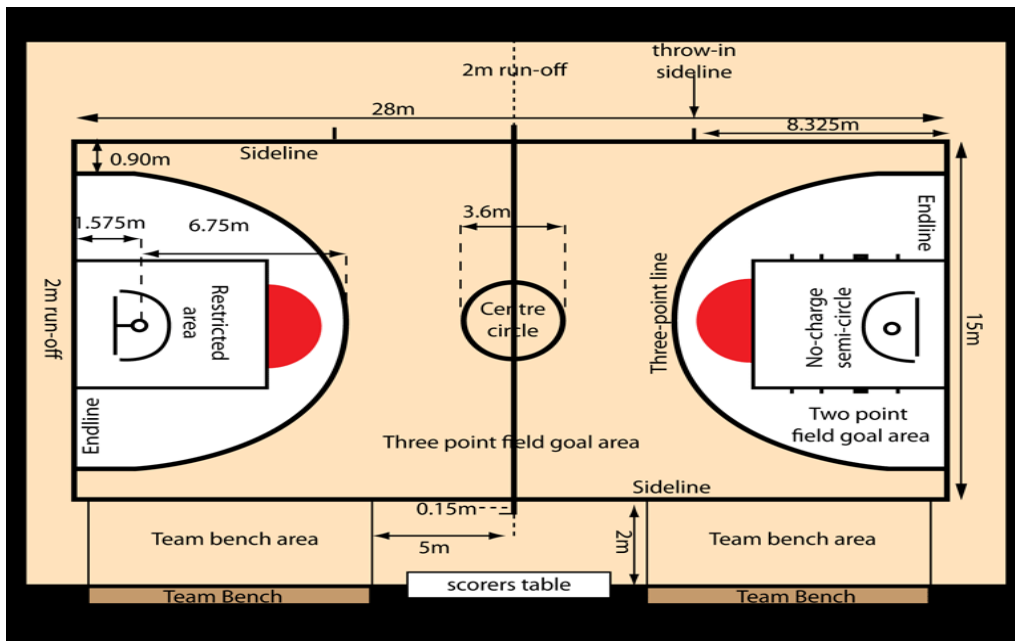
LINES

All lines are drawn in the same colour (preferably white), 5cm in width and clearly visible. Basketball courts have a three-point arc at both baskets.

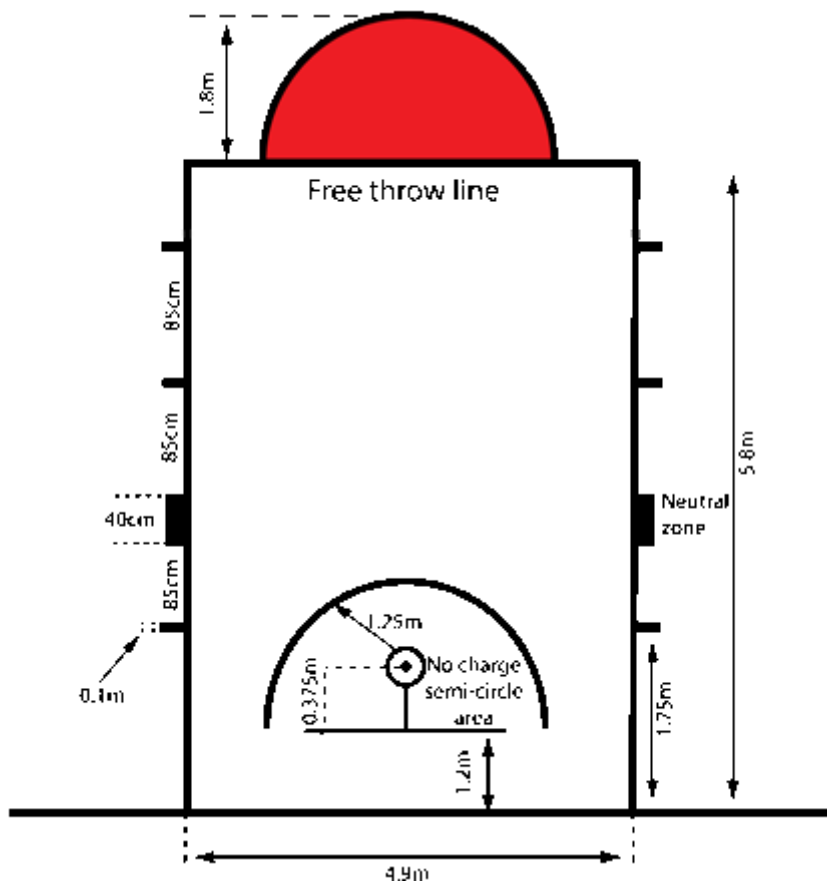
Boundary Lines. The playing court shall be marked by well defined lines at every point at least 2m from obstruction. The lines of the long sides of the court shall be termed side lines, those of the short sides, the end lines. The width of the lines should be 0.05m (5cm) and drawn so as to be perfectly visible.

Centre circle. The centre line shall have radius of 1.80m and it shall be marked in the centre of the court. The radius shall be measured to the outer edge of the circumference.

Centre line, front court, back court. a centre line parallel to the end lines shall be drawn from the mid-points of the side lines, and shall extend 15 cms (0.15m) beyond each side line. A team's front court is that part of the court which falls between the end line behind the opponent's basket and nearer edge of the centre line. The other part of the court, including the centre line is the teams back court.



A diagram of a FIBA basketball court



3.3 Basketball Equipment

Basketball is played with necessary equipment that can be categorized into:”

Official equipment that includes hoops, backboards, baskets, whistle, stop watch, score sheets and ball.



The Ball



hoop



backboard

Players’ wears canvass shoes, shorts, skirts, and sleeveless jerseys.



Discussion

Why will a player need to dribble in basketball game

4.0 Self-Assessment Exercise(s)

1. Which one of these does not belong?
 - a. Footwalk
 - b. Dunk
 - c. Throw in
 - d. Blocking
3. The stand on which the hoop is mounted is located on?
 - a. Sideline
 - b. Restricted circle
 - c. End line
 - d. Boundary line

4. Which of the following is out of place?

- a. Jersey
- b. Shorts
- c. Ball
- d. Skirt

5. The pivot is associated with?

- a. Footwalk
- b. Defense
- c. Catching the ball
- d. Shooting

Answers

- a. C
- b. C
- c. C
- d. A

5.0 Conclusion

The information provided you in the unit and the knowledge you've acquired from texts and online links should enable you describe, demonstrate and explain activities in the unit.

The in text questions you answered, the discussion question attempted and self assessment exercise untaken will indicate to you the amount of learning you acquired in this unit.

6.0 Summary

In this unit, you are able to know the basic skills of basketball such as dribbling, passing, shooting, catching, rebound, offense and defense. You are also taught on how these skills are executed, as well as the importance of each skill in successful basketball game. Also you have learnt the facilities needed to play basketball successfully. Your reading through the unit carefully and making consultations with attached texts and online links should have broadened your understanding of part details you need learning basketball. You may need to go over the unit material for better understanding.

7.0 References/Further Readings

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Unit 4: Rules, Scoring and Officiating in Basketball Game

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Rules
 - 3.2 Scoring and Winning the Game of Basketball
 - 3.2 Basketball Officials and their Duties
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings

1.0 Introduction

In this unit you will read and learn from this material the rules guiding the conduct of players and the game of basketball; the scoring mode; officials in a game of basketball and the duties of each official. You are required to take interest and give all the areas in this unit good attention.

2.0 Intended Learning Outcomes (ILOs)

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

1. State the rules guiding every part of the basketball game;
2. Explain such rules guiding the conduct of the game;
3. Differentiate the fouls that a player can commit;
4. Explain the modes of scoring or making basket;
5. Identify the officials needed for officiating basketball game; and
6. Explain the duties of each.

3.0 Main Content

3.1 RULES

1. Each team can have a maximum of 5 players on the court at any one time. Substitutions can be made as many times as they wish within the game.
2. The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot.

3. After the ball goes into a team's half and they win possession back the ball must then make it back over the half way line within 10 seconds. If the ball fails to do so then a foul will be called and the ball will be turned over.
4. Each team has 24 seconds to at least shot at the basket. A shot constitutes either going in the basket or hitting the rim of the basket. If after the shot is taken and the ball fails to go in the basket then the shot clock is restarted for another 24 seconds.
5. The team trying to score a basket is called the offence whilst the team trying to prevent them from scoring is called the defence. The defence must do all they can to stop the offence from scoring by either blocking a shot or preventing a shot from being fired.
6. After each successful basket the ball is then turned over to the opposition.
7. Fouls committed throughout the game will be accumulated and then when reached a certain number will be eventually be awarded as a free throw. A free throw involves one player from the offensive team (the player fouled) to take a shot unopposed from the free throw line. Depending on where the foul was committed will depend on the number free throws a player gets.
8. Violations in basketball include travelling (taking more than one step without bouncing the ball), double dribble (picking the ball up dribbling, stopping then dribbling again with two hands), goaltending (a defensive player interferes with the ball travelling downwards towards the basket) and back court violation (once the ball passes the half way line the offensive team cannot take the ball back over the half way line).

The links attached will provide you with additional detail and current basketball rules

<https://www.fiba.basketball/documents/official-basketball-rules.pdf>

<https://official.nba.com/rulebook/>

3.2 SCORING AND WINNING THE GAME OF BASKETBALL

There are scoring numbers for basketball players. When a player makes a basket from outside the three point arc, it will result in three points scored. A basket scored within the three points arc will result in two points being scored. Any successful free throw will count as 1 point being scored per each free throw. The number of free throws that can be awarded a side depend on where the foul was committed.

Winning the Game

Deciding on the side or team that wins a game of basketball is simple. The side or team that scores more points than the opponent is adjudged the winner. If the scores are tied at the end of a match, and extra time quarter is allowed until a winner emerges.

In-Text Questions

1. What is Time-out?
2. Give an instance when an official can declare Dead ball

Answers

1. Time-out refers to the period when the game is stopped temporarily.
2. A Dead ball occurs when a basket is scored or violation or infringement of the rules occurs, or a foul is called and the whistle is blown by any of the officials.

3.3 BASKETBALL OFFICIALS AND THEIR DUTIES

The Game Officials

- a. The game officials shall be a Crew Chief, Referee, Umpire and Replay Center They will be assisted by an official scorer, two trained timers, and courtside administrator. One timer will operate the game clock and the other will operate the shot clock. The courtside administrator will be stationed at the scorer's table to facilitate communication between the Replay Center Official, on-court game officials, official scorer, and other personnel at the scorer's table. All officials shall be approved by the League Office.

Duties of the Officials

- a. The officials shall, before the commencement of the game, inspect and approve all equipment, including court, baskets, balls, backboards, timer's and scorer's equipment.
- b. The officials shall not allow players to play with any type of jewellery.

- c. The officials shall not allow any player to put on equipment that, in their judgment, is injurious to other players. Any equipment which is of hard substance (casts, splints, guards and braces) must be padded or foam covered and has no exposed sharp or cutting edge. All the face masks and eye or nose protectors must be approved by NBA Basketball Operations and conform to the contour of the face and have no sharp or protruding edges.
- d. The use of any foreign or performance enhancing substance during games is strictly prohibited. A “foreign substance” is any substance that is applied during games to a player’s body, uniform or equipment, or to any game equipment, that is designed or intended to provide a player or a team with a competitive advantage.
- e. All equipment used must be appropriate and approved for basketball. Equipment that is unnatural and designed to increase a player’s height or reach, or to gain an advantage, shall not be allowed.
- f. The officials must check the game balls to see that they are properly inflated. The recommended ball pressure should be between 7 ½ and 8 ½ pounds.
- g. The crew chief shall be the overall official in charge.
- h. The Replay Center Official will make the final ruling on all replays, except for Flagrant Fouls and Altercations.
- i. If a coach desires to discuss a rule or interpretation of a rule prior to the start of a game or between periods, it will be mandatory for the officials to ask the other coach to be present during the discussion. The same procedure shall be followed if the officials wish to discuss a game situation with either coach.
- j. The designated official shall toss the ball at the start of the game. The crew chief shall decide whether or not a goal shall count if the officials disagree, and he shall decide matters upon which scorers and timers disagree.
- k. All officials shall enter the court prior to the 15-minute mark on the game clock to observe the warm-up period and report to the league office any atypical situations and to review scoring and timing procedures with table personnel.
- l. The crew chief must check the Active List prior to the start of the game.
- m. Officials must meet with team captains prior to the start of the game.
- n. Officials must report any unusual or unique incident to the Basketball and Referee Operations Departments by e-mail. Flagrant, punching, fighting

fouls or a team's failure to have eight players to begin the game must also be reported.

For more duties of the officials see

<https://official.nba.com/rule-no-2-duties-of-the-officials/>

Discussion

Identify and discuss situations and circumstances under which an official may call for time out.

Self-Assessment Exercises

1. Which one of these does not belong
 - a. Referee
 - b. Time keeper
 - c. Court Judge
 - d. Scorer
2. Which one of the following is not a function of the referee
 - a. He penalizes players for misconduct
 - b. He decides the winner of the game
 - c. He inspects all facilities and equipment
 - d. He commences the game by putting the ball into play
3. overall decision is taken by
 - a. referee
 - b. crew chief
 - c. umpire
 - d. scorer
4. the following are time rules in basketball 1 which one is incorrect\
 - a. 60 Seconds Rule
 - b. 30 Seconds Rule
 - c. 10 Seconds Rule
 - d. 5 Seconds Rule

Answers

1. c
2. b
3. b
4. a

5.0 Conclusion

In this unit you have read and learnt rules governing the conduct of basketball play; scoring modes possible in basketball; the officials, and their duties.

The information and knowledge you acquired from this unit and consultations you made going over texts and looking over online links were meant to enhance your understanding of basketball and the administration of the game. Your performance on the in text questions, discussion question and self assessment exercise will indicate to you your strength and weakness in the unit. You are therefore encouraged to go over the unit with more careful detail attention.

6.0 Summary

In this unit you have successfully learnt what is needed that you know concerning rules of basketball, how points are scored by the players; the officials of basketball game and their duties. your mastery of the rules, scoring mode and officiating procedure will support you greatly in situations where you may be called upon to function as an official or carry out basketball administration.

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