Welcome, distinguished friend of the Brazilian Paralympic movement, to this introduction manual to the universe of adapted sport. The Brazilian Paralympic Committee (CPB) team has prepared this introductory compendium to strengthen the promotion and increase the support for sports practice for people with impairments.

This committee relies on the transformative power of sport to educate citizens, shape characters, and provide a healthier lifestyle. The benefits of physical activity go far beyond the physical aspect, as known.

The best period to consolidate knowledge and stimulate a sports culture is during youth.

I ask your permission to speak in the first person in this case, since blind football was the catalyst for change in my life. I lost my sight as a child and was introduced to blind football in my early teens. Through sport, I regained my self-esteem, and it made me have a different perception of my impairment and the challenges it would impose on me. I was elected world’s best in the sport, and won two Paralympic golds, in Athens-2004 and Beijing-2008.

In this goalball manual, physical education professionals specialized in working with young people with impairments teach rules, context, techniques, and methods, always well grounded, to assist in the sport’s introduction.

Thus, in addition to promoting sports practice, as already mentioned, we expand the base of athletes and multiply the possibility of the advent of new champions and idols from Brazil in the upcoming editions of the Paralympic Games.

Mizael Conrado
President of the Brazilian Paralympic Committee
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Sport for people with disabilities is a great tool for socialization, as the daily interaction with athletes and coaches, as well as the travel for competitions, allow social interaction and the possibility of forming friendship bonds (LABRONICI, 2000; OLIVEIRA et al., 2013).

Among the Paralympic sports, there is goalball. The sport originated in Germany after World War II, created by Austrian Hans Lorenzen and German Sett Reindle as a therapy for soldiers who became blind, aiming to reintegrate them into society. It is the only Paralympic sport that was specifically designed for individuals with visual impairments, as all other sports were adapted from conventional sports (VELASCO et al., 2017).

The creation of this sport follows the guidelines of other paralympic sports and was also initiated with the undeniable influence of medical and sports programs after the two World Wars, aimed at the development and rehabilitation of war veterans affected by injuries (ADAMS, 1985; ARAÚJO, 1998).

Goalball is a non-contact sport, and athletes are blindfolded to eliminate any advantage for players with some visual acuity. Teams consist of up to six athletes, with three on the court and three as substitutes. The court is 18 meters long and nine meters wide. The purpose is to score goals against the opposing team by throwing the ball, while simultaneously defending their own goal. In goalball, the goals are nine meters wide and 1.30 meters high, positioned behind the athletes, defining the goal area. Athletes use the goals to orient themselves and prepare their throws during the game (VELASCO et al., 2017).
The court is marked with strings and tape so that athletes can feel the texture and orient themselves. There are specific locations for athletes to get in position and wait for the opponent’s throw. The ball used during the game has bells inside, allowing athletes to orient themselves based on its sound and enabling them to identify its location (VELASCO et al., 2017). The ball must be thrown along the ground or touch specific points on the court before reaching the opposing team. If this rule is not followed, the team is penalized and will face a penalty (a one-on-one situation between an attacker and a defender).

Goalball is a dynamic game of offensive and defensive actions, where athletes can pass the ball to their teammates before making an offensive throw. Each turn, the teams have seconds to make the throw; otherwise, they need to defend a penalty throw (VELASCO et al., 2017).

In Brazil, the sport started in the 1980s (ALMEIDA et al., 2008; MATARUMA et al., 2005). In 1982, the International Blind Sports Federation (IBSA) began managing goalball. The sport was introduced to Brazil in 1985 through the Clube de Apoio ao Deficiente Visual (CADEVI) in São Paulo, under the guidance of Professor Steven Dubner. The first Brazilian Championship was held in 1987 in Uberlândia, MG (SILVA; ALMEIDA; ANTÉRIO, 2015).

Currently, goalball is organized in Brazil by the Brazilian Confederation of Sports for the Visually Impaired (CBDV), which also manages two other Paralympic sports: 5-a-side football and judo. In regional championships, Brazil is divided into five regions based on the number of registered teams. Only the winning teams from the regional stages participate in the Brazilian Championship. The current national champions are the SANTOS-SP teams, in both genders (CBDV, 2019).

Internationally, goalball is managed by IBSA, responsible for organizing the World Championships as well as including the sport in the Paralympic and Parapan-American Games (IBSA, 2010).

In terms of international competitions, the Paralympic Games are the most significant event for the sport. The second most important international competition is the Goalball World Championship, held in four-year cycles. In addition to these major competitions, there are other important international events such as the IBSA World Games for the Blind and Parapan-American Games (IBSA, 2010).

| YEAR | PLACE | MASCULINO | | | FEMININO | |
|------|-------|-----------|---|---|---|
|      |       | CHAMPION  | RUNNER’S UP | 3D PLACE | CHAMPION | RUNNER’S UP | 3D PLACE |
| 2014 | Espoo | Finland   | United States | Russia | | Turkey |
| 2018 | Malmo | Sweden    | Germany     | Russia | | Turkey |


| YEAR | PLACE | MASCULINO | | | FEMININO | |
|------|-------|-----------|---|---|---|
|      |       | CHAMPION  | RUNNER’S UP | 3D PLACE | CHAMPION | RUNNER’S UP | 3D PLACE |
| 2016 | Rio de Janeiro | Brazil | United States | Brazil | Turkey | China | United States |
| 2021 | Tokyo | Japan    | Brazil     | Lithuania | Turkey | United States | Japan |

Source: IBSA, 2022.
ELIGIBILITY AND FUNCTIONAL CLASSIFICATION

Paralympic sports classification started in paralympic sports aiming to ensure the legitimate participation of athletes with impairments, regardless of the nature and degree of the impairment (CASTELLANO et al., 2008). Therefore, the classification used in paralympic sports exists to level up the aspects of physical and competitive capacity, grouping similar impairments into specific categories (FREITAS, 2005).

The development of a paralympic sport classification system (counting the three types of impairments: physical, visual, and intellectual) was crucial across various paralympic sports. It became a leveling factor for competitive aspects, ensuring rights and conditions of equality, and minimizing injustices (TWEEDY et al., 2009).

Each sport has its own classification system. An athlete who competes in multiple sports will receive different classifications for each sport. This system is based on an individual’s functional abilities and the identification of key areas (limbs or organs essential for executing movements and actions in a certain sport) that would affect performance in the chosen sport. The required functional ability is independent of the level of skill or training acquired (CPB, 2019).

Goalball is classified into B1, B2, and B3, where the letter “B” stands for “blind”. The visual classification for visually impaired individuals is as follows (CPB, 2019; IBSA, 2019):

- B1: Total blindness or perception of light up to a visual acuity of LogMar 2.60 but inability to recognize the shape of a hand at any distance or direction.
- B2: Ability to recognize the shape of a hand, with visual acuity ranging from LogMar 1/50 to 2/60 (0.03) and/or a visual field of less than 10 degrees.
- B3: Visual acuity ranging from LogMar 1/40 to 1/00 (0.03) up to visual acuity of 6/60 (0.1) and/or a visual field greater than 10 degrees and less than 40 degrees.

The three different classification categories compete together on equal terms, as athletes are properly blindfolded to eliminate any residual visual usage.

Image of Emerson Ernesto, athlete of the Brazilian national team, in a defensive position holding his upper body suspended. Photo: Washington Alves.
BASIC RULES

Let’s highlight some basic rules to ensure a clear understanding and proper execution of the game, without significantly interfering on the sport’s logic and purpose. We can divide them into two groups: infractions (rule violations that result in loss of ball possession) and penalties (resulting in a maximum penalty = penalty throw) (GOMES; TOSIM, 2016).

Explaining the rules during classes is important for shaping a child’s behavior in terms of learning the ethical values of sports. These rules should be introduced gradually in daily practice according to the pedagogical sequence, so that players can make informed decisions about their actions in the game, as they will be closely related to the plays and prescribed actions in goalball matches (ALMEIDA, 2008).

PLAY: The “play” command is used to initiate the game, whether it’s the start or restart of the game clock or in the case of an interruption during the game. When the referee says “play”, players on the bench, coaches, and the crowd must maintain silence.

OUT: This command is executed to inform players that the ball has gone out of the playing area.

BLOCKED OUT: “Blocked out” occurs when a player, while throwing the ball towards the opponent, causes the defense to hit the ball out. In this case, the referee will reposition the ball for the defending player who will then make a throw after the “play” command.

HIGH BALL: This command is used when the attacker doesn’t follow the rule that requires the ball to touch the ground at least once in the throwing area (6-meter line), after being thrown by the player. The command stops the play, and the throwing team will face a penalty throw.

TEN SECONDS (10”): “Ten seconds” happens when a player takes more than 10 seconds to throw the ball towards the opponent, resulting in a penalty. The ten-second count starts from when the player makes a first contact with the ball, through the throw execution, until the ball crosses the center line of the court.

EYESHADES: Any action involving touching the eyeshades without prior permission from the referee. This action is also penalized.

NOISE: “Noise” occurs when the team in possession of the ball, while throwing, makes any kind of noise that could disrupt the opposing team, leading to a penalty. It also occurs when there’s excessive external noise, and a “noise” command is given to interrupt the game until the noise stops.

NOTE: Remember that the rules of goalball are managed by the International Blind Sports Federation (IBSA), which has designated English as the standard language for uniformity in commands.
**UNDERSTANDING GOALBALL**

It involves two teams of three players each on the court, with a maximum of three players on the bench. The purpose is to throw the ball, like a bowling throw, so that it touches the predetermined lines until it reaches the opposing goal.

The athletes are restricted to a 6m area on the court, ensuring no physical contact between opponents.

Players must wear eyeshades to prevent any advantage against a visually impaired opponent.

The ball is like a basketball but weighs 1.250 kg and has bells inside.

**METHOD**

**INTERVENTION STRATEGIES AND METHOD PROPOSALS**

Initiating individuals in goalball follows a didactic approach that respects the stages of motor development specific to the sport. Demanding immediate results can be risky, especially for blind or visually impaired students, as it might lead to traumatic experiences due to being hit by the ball or collisions with teammates.

For learning the sport, it’s essential to plan activities according to each child’s maturity. Achieving mastery of sporting skills requires a long-term process, where experiences with basic skills (fundamental movements) are of great importance (TANI et al., 1998, p. 70).

The method applied to children and teenagers aged from 7 to 17 at the Paralympic School of Sports of the Brazilian Paralympic Committee (CPB) focuses on developing pedagogical practices that follow a progression in the teaching-learning process of the sport, as described below.

**WELCOME AND MOTIVATION:** How do we welcome and motivate beginner students? Many of our students haven’t had experience with orientation and mobility in unfamiliar environments, and the feeling is often the one of fear. However, to practice a skill in different situations it’s important to motivate the students (new challenge) and stimulate their ability to adapt to unusual environmental conditions. This approach also offers crucial emotional support by accompanying them throughout a significant portion of the time, thus providing a sense of security...
and establishing credibility between the teacher and the student. In essence, it culminates in the individual’s effort to successfully complete a task (DE ROSE JR et al., 2002).

HEARING AND TACTILE ORIENTATION: As a team sport, goalball is played on an indoor court with a paviflex (or similar) floor. The game’s logic involves throwing the ball with the hands towards the opposing goal. The ball must be rolled along the ground so that the internal bells produce sounds that indicate the ball’s direction. This enables players on the other side to identify the ball’s path (NASCIMENTO, 2012).

In the ball’s path, and especially within the class environment, hearing orientation should be clearly defined and assertive. Describing the physical space of the class’s development, as well as the materials to be used, explain the environment and the situation for a potential game. This enables the student to construct a mental map of the activity environment (ALMEIDA, 2008).

SAFETY IN CLASS: When introducing a sport gradually, we use basic technical elements (diverse throwing intensities) and customized materials, such as adapted balls (different sizes and weights), and/or reduced games. This approach ensures the safety of participants during the changes in the space. Offer them new instructions through questions like “Where am I? Where do I want to go? How will I reach my goal?” (ALMEIDA, 2008).

BAD TECHNICAL ELEMENTS

Goalball is a sport specifically developed for individuals with visual impairments. It relies on hearing and tactile perceptions and spatial orientation, making it dynamic, intriguing, and unique (CONDE, 2019).

Each team consists of three players who roll the ball on the court to attempt to score a goal. The opposing team tries to prevent the goal by having their three players lie on the floor to defend against the opponent’s thrown ball. The game is played in twelve-minute periods with a three-minute half-time, and the team with the highest number of goals wins (NASCIMENTO, 2006).

It’s worth noting that, according to the Brazilian Common Core State Standards - MEC (BNCC, 2010), school sports are classified based on their organization culture, according to their internal logic of functioning. In the educational context, goalball, along with other sports, is classified and labeled as a “divided court” sport in the sport’s classification (considered by volleying, throwing, launching, or hitting an object towards sections of the opponent’s court or goal, examples include volleyball, shuttlecock, tennis, badminton, goalball, squash, etc.). Defensive and offensive techniques are used throughout the game, and it’s essential to understand their execution.

Defensive technique involves proper positioning for defensive actions and the respective movements that help prevent the opposing team from scoring and regain possession of the ball. It starts with the expectation/attention phase, during which the player assumes a concentrated position with one knee fixed on the floor and the other leg extended sideways. The body is bent forward, and both hands rest on the ground.

The second action is the preparatory movement, which corresponds to the behavior of the students before the throw. It involves identifying the opposing offensive position, shifting the
body sideways into a new expectation phase corresponding to the ball’s direction.

Finally, the third phase is the conclusion/impact, in which the defender lies on their side, elbows extended above the shoulder line to protect the face, legs slightly apart and extended, with the upper leg slightly tilted forward. The muscles are tense, the face slightly turned back between the arms, and the body should be slightly bent forward to facilitate ball control in case the defender regains possession.

The offensive technique involves the correct way of throwing the ball towards the opposing goal, executing the distinguishing movements that define the throw aiming to score.

It starts with the ball grip, which corresponds to the preparatory phase: the student stands, facing the opposing team, legs slightly apart, holding the ball with the hand that will perform the throw. Then, they begin to move. It’s the progression, or evolution, phase: the student initiates the movement with the left leg (first step), raising the arm holding the ball forward. Then, they take the second step with the right leg, moving the arm holding the ball behind the body.

The movement ends with the backswing action, which is the actual throw. The student executes the third step with the left leg, tilting the body forward, back swinging the right arm holding the ball from behind through a pendulum-like movement, releasing it parallel to the floor (low throw). This moment marks the most crucial phase of the throw, which is the ball’s release (CAMARGO, 2012; TOSIM, 2016).

Court orientation depends mainly on mastering the “orientation area” (a line 3m away from the goalpost, delimited laterally by 9m), which helps individuals with visual impairments locate themselves safely and independently.

The player identifies specific points on the court (goals, player position markings, and court lines), recognizing the surroundings and establishing physical, spatial, and relationships through their remaining senses.

So, “mobility” is developed during practice, enabling the student to move and react to internal or external stimuli while maintaining static or dynamic balance. Mobility is executed with secure actions and fosters the necessary motor progression for performing technical exercises, improving court orientation (ALMEIDA, 2008).

We also emphasize the importance of the technical skill of passing, which involves delivering the ball to a teammate for offensive action. This strategy is commonly used in games to mislead the opponents. The opponent anticipates the ball being thrown from one direction, but it ends up being thrown from a different position.

To execute this skill, the receiver and passer coordinate and/or practice a sound code, always aware of the “ten seconds rule.”

Because this technique uses a significant portion of that time, it needs to be constantly taught and practiced, as synchronization among players is crucial for its effective execution (CAMARGO, 2012).
ACTIVITIES

In the Paralympic School of Sports of the Brazilian Paralympic Committee, and following the guidelines from Nascimento (2006), initiation activities for goalball have been designed following a pedagogical sequence aligned with each student’s development. These activities focus on practicing offensive and defensive techniques, gradually progressing to game situations. They incorporate reduced and recreational games before transitioning to games with the official rules.
1. **SPATIAL ORIENTATION**

- **Objective**: Spatial orientation.
- **Materials**: Court, small ball with a bell, and goalpost.
- **Procedure/Description/Strategy**: Move along the goalpost from one side to the other, sliding one hand along the post while using the other to carry a small ball with a bell to a teammate. Students are divided into two groups, one on each side of the goalpost (Image 1).
- **Variation**: Encourage teammates to call one another using the sound produced by the bell, to train themselves with the distinctive sound of the goalball.
- **Tip**: We can use stretched strings with cones to simulate the goalpost.

Reference: Activity developed at the Paralympic School of Sports (CPB).

2. **HEARING AND TACTILE PERCEPTION**

- **Objective**: Hearing and tactile perception.
- **Materials**: Court, small ball with a bell, and goalpost.
- **Procedure/Description/Strategy**: Locate a small ball with a bell that will be placed in the “orientation area” (Image 2), near one of the sides of the goalpost (1.5m line); then move to the “throwing area” (6m line) and return to the starting point (Image 2.1).
- **Variation**: As students advance, encourage them to make a throw towards the instructor’s call.
- **Tip**: You could use a ball wrapped in cellophane or a plastic bag.

Reference: Activity developed at the Paralympic School of Sports (CPB).
3. BODY CONTROL

**Objective:** Body control (body image and representation).

**Materials:** String, satin ribbon, or elastic band.

**Procedure/Description/Strategy:** Work with different body segments based on the instructor’s commands (Image 3) or perform body movements involving lower and/or upper limbs, such as raising arms/legs (Image 3.1 to Image 3.2), extending them, or flexing the hip (movements related to goalball actions) (Image 3.3 and 3.4).

Perform clockwise and counterclockwise turns from a static position, such as facing one of the goals and turning your back to it (Image 3.5 and 3.6).
To the sound of clapping, move along a certain path. As you hear the increase in clapping intensity, increase the pace of your movement, and you can contrast with sudden stops (Image 3.7 and 3.8).

For working on laterality, we’ll use elastic bands attached to the students, in groups of three; however, upon the command of right/left, all aligned students should take a certain number of lateral steps or perform lateral slides, without the elastic band being tensioned in the opposite direction (Image 3.9 and 3.10).

Finally, the “fetal position” (Image 3.11) involves lying on your side, with knees close to the chest and hands resting on the knees; but upon the command “extend”, they should assume the final defensive position (Image 3.12), and subsequently, upon the command “curl”, return to the original position.

**Variation:** Use goalball exercises without a ball.

**Tip:** Grant students serial contact with the goalpost, court (space and markings), and later the ball (ball handling).

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Basquete Metodologia do Ensino”.

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Image 3.7 - Seven blindfolded students standing separately near the goal, running forward. Image 3.8 - Seven blindfolded students standing separately on the 6-meter line, crouched, and touching the line. In front of them are 7 balls. Photos: Ale Cabral.

Image 3.9 - Three blindfolded students standing in the orientation area, one on the right wing, one in the center, and one on the left wing, in an expectant position with elastic bands attached between them. Photo: Ale Cabral.

Image 3.10 - Esquema corporal. Duas alunas vendadas, dispostas na área de movimentação, uma no ala direita e uma no centro, em posição de expectativa com elástico preso entre as duas. Foto: Ale Cabral.

Image 3.11 - Six blindfolded students in the orientation area, lying on their sides, holding their knees flexed close to their bodies. Image 3.12 - Six blindfolded students in the orientation area, lying on their sides, simulating the final defensive position. Photos: Ale Cabral.
4. BALL HANDLING

- **Objective:** Ball handling (contact with the ball).

- **Materials:** Various balls of different sizes and textures.

- **Procedure/Description/Strategy:** This is a primary skill that aims to improve the student’s overall ability to interact with the ball in many ways, such as rolling, touching, bouncing, holding, throwing, etc. It allows for handling the ball on different parts of the body, creating awareness.

- **Static ball control exercises:** Manipulate and circle the ball (Image 4 to 4.2); sustain (Image 4.3), bounce (Image 4.4), roll (Image 4.5), and experience the backswing movement while standing still (Image 4.6 - 4.6.1 - 4.6.2).
● **Dynamic Ball Handling Exercises:** move and return (Image 4.7), throw and catch (Images 4.8 and 4.9), preparatory movements and ball swinging, progressive backswing action (Images 4.10 to 4.12).

● **Variation:** Gradually incorporate the goalball into specific exercises as the sequence progresses.

● **Tip:** Vary the size, weight, and texture of the ball.

Reference: Adapted for the Paralympic School of Sports of the Brazilian Paralympic Committee from the book “Basquete Metodologia do Ensino”.

Images 4.7, 4.8 and 4.9: Ball Handling. Image 4.7: Students walking with a ball in hand from one side of the court to the other. Image 4.8: Student standing in the center of the image with an initiation ball in hand. In the background, another student walks with the ball from one side to the other. Image 4.9: Student standing in the center of the image with arms extended forward, waiting for the initiation ball to fall into their arms. In the background, students continue the previous activity. Photo: Ale Cabral.

Image 4.10: Preparatory Movement. Two students standing, holding the goalball with their arms extended, one with arms forward and the other upward. Photo: Ale Cabral.

Image 4.11: Ball Swing. Two students standing, holding the goalball with one hand next to their body, simulating a forward throw. Photo: Ale Cabral.

Image 4.12: Progressive Backswing Action. Two students standing, holding the goalball with one hand beside their body, simulating a forward throw. Photo: Ale Cabral.
5. HEARING PERCEPTION

- **Objective:** Hearing perception.
- **Materials:** Court, ball with a bell, string, and tape.
- **Procedure/Description/Strategy:** Receive a ball, intercept it (Image 5), and throw it back to where it came from (Image 5.1).
- **Variation:** Alternate the location of ball release from certain points on the court.
- **Tip:** Perform the markings only in the orientation area.

Reference: Activity developed at the Paralympic School of Sports (CPB).

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6. HEARING PERCEPTION

- **Objective:** Hearing perception.
- **Materials:** Balls with different sizes and sounds.
- **Procedure/Description/Strategy:** Trace different hearing signals from bounces on the floor, identify the goalball (Image 6). The teacher will be the guide, creating noises by bouncing each ball for the students positioned in front of them, who try to locate the unique sound of the goalball (Image 6.1).
- **Variation:** Arrange students in a circle or adapt other defensive formations.
- **Tip:** Increase the distance progressively for locating the hearing signal (3m, 6m, 9m, and so on), until reaching the actual distance between the goals in a game.

Reference: Activity developed at the Paralympic School of Sports (CPB).
7. ORIENTATION AND MOBILITY

- **Objective:** Orientation and mobility (O&M).
- **Materials:** Court, string, tape, and goalpost.
- **Procedure/Description/Strategy:** Move across the court, passing through 4 points placed in the orientation area (Image 7 to 7.3), allowing a complete clockwise movement. Cues or commands will be given at each corner of the court.
- **Variation:** Reverse the direction of the course and enable progressive location towards the goalpost and vice versa.
- **Tip:** You don’t need to initially mark a large space on the court, just planned points for the student or player to locate.

Reference: Activity developed at the Paralympic School of Sports (CPB).

8. DIRECTION DEVELOPMENT

- **Objective:** Direction development (target).
- **Materials:** Court, ball, and goalpost.
- **Procedure/Description/Strategy:** Perform specific throws (based on each student’s repertoire) in response to the instructor's command, exploring different directions (target) (Image 8).
- **Variation:** When hitting the target, the student should confirm it by indicating its location.
- **Tip:** Initially, guide the student in only three basic directions: (R) right, (C) center, and (L) left (Image 8.1).

Reference: Adapted for the Paralympic School of Sports (CPB) from the “Manual de orientação para professores de educação física” (CPB, 2006).
## 9. PASSES

- **Objective:** passes.

- **Materials:** Court, ball, and goalpost.

- **Procedure/Description/Strategy:** Execute passes after the teacher’s «play» command. The students will be seated in a circle, and one student performs the pass with the ball starting from chest height, with flexed arms (Image 9). These arms will be extended towards the caller, who will catch the ball with both hands; this pass is executed in a parabolic course. The students perform successive passes until everyone experiences the complete action of the pass.

- **Variation:** Let the students exchange passes among themselves (Image 9.1), using the distance between the right wing (R) and left wing (L) near the 1.5m line.

- **Tip:** Observe the hand positioning for ball reception, with palms facing the direction of the pass and fingers pointing downward.

Reference: Adapted for the Paralympic School of Sports (CPB) from the Carpeta del Goalball.

## 10. BALL STARTING POINT

- **Objective:** Ball starting point.

- **Materials:** Ball.

- **Procedure/Description/Strategy:** Students arranged in a circle will perform passes freely (Image 10). One student in possession of the ball will bounce the ball to the ground and call out a classmate’s name, who will respond with «two claps» to guide them about the direction they will pass the ball. So, the appropriate pass can be executed, using a parabolic (bouncing) course for the caller.

- **Variation:** Explore various starting positions from the ground, progressing to a standing position; getting closer to the proper execution (game situation).

- **Tip:** Initially, keep students close together, and then allow for more space, enabling lateral movement to locate the ball.

Reference: Activity developed at the Paralympic School of Sports (CPB).
11. HEARING AND TACTILE PERCEPTION

- **Objective:** hearing and tactile perception.
- **Materials:** ball, string, tape.
- **Procedure/Description/Strategy:** Positioned on the floor, facing each other (in pairs), and exploring some positions in the defensive area; one student, upon calling the colleague’s name (who will respond by clapping), will roll the ball with one or two hands towards the colleague (Image 11).

- **Variation:** Explore player positions and explain the roles of the wings (right and left) and pivot (center).

- **Tip:** Do not define the defensive position yet, only intercept the ball to locate its starting point (Image 11.1).

Reference: Activity developed at the Paralympic School of Sports (CPB).

12. TRAINING FOR THE BACKSWING THROW

- **Objective:** training for the backswing throw.
- **Materials:** ball, string, tape.
- **Procedure/Description/Strategy:** Starting from a kneeling position, raise the opposing leg of the throwing arm, leaving only one knee on the ground, and attempt to perform a throw using only one arm to support the ball on the ground (Image 12) and finish the throw with fingers pointing downward (Image 12.1), propelling the ball forward (Image 12.2).

- **Variation:** Depending on the growth, switch to the proper arm backswing, adjusting the throwing position (Image 12.3 to 12.5).

- **Tip:** You can start correcting some body segment positions, focusing on a good and comfortable position for execution, as well as directing the feet towards the direction of the ball.

Reference: Adapted for the Paralympic School of Sports (CPB) from the Manual para Entrenadores de Goalball.
13. INDIVIDUAL DEFENSIVE POSITIONING

- **Objective:** individual defensive positioning (3 phases).

- **Materials:** ball, string, tape.

- **Procedure/Description/Strategy:** Explain and demonstrate to students the defensive positions according to their phases of expectation/attention (Image 13), pre-movement (Image 13.1), and finishing/impact (Image 13.2) through educational exercises executed step by step. Start by showing the position of the hands placed on the ground in front of the body, leaving the side leg support base up to the student’s choice (most comfortable position). Move on to demonstrate and explain the second phase of defense, which should occur by starting from the attention position with a slight shift from position “A” (firsthand support) to position “B” (hands shifting to the side) according to the starting point of the thrown ball, thus completing the pre-movement. Completing the third phase of defense, the student extends their body completely sideways, turning their waist upward with the belly facing the impact of the ball, with slightly spread legs and extended arms protecting the face, with the chin facing upwards and backwards, with neck rotation.

- **Variation:** Remember this exercise is a logical sequence of intervention, and soon we can work with actual throws to adjust the defensive position.

- **Tip:** Do not perform technical corrections yet, but let the understanding of the concepts flow, both in terms of phase language, and later, in the procedures to compose the entire defensive action.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.
14. DEFENSIVE SLIDE

- **Objective:** defensive slide.

- **Materials:** ball, string, tape.

- **Procedure/Description/Strategy:** Starting from the expectation/attention position (Image 14), explain the slide to the right and left sides, only adjusting hand and leg positions. In other words, when executing the slide towards the feet side, transfer the hands from the support point closer to the legs (Image 14.1) and push the ground towards the leg’s direction (Image 14.2). The student will move enough for the ball to hit his center of gravity (CG). To move to the other side (Image 14.3), the force on the ground will be employed by the flexed leg (Image 14.4), enabling the student to move towards the arm’s direction (Image 14.5).

- **Variation:** As development progresses, a ball with a bell can be added to the exercise for localization, exploring defense with legs and feet, as well as with arms and hands (thus defining their defensive base).

- **Tip:** Reinforce the importance of the “center of gravity” for good defense and ball control.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.

Image 13 - Expectation/Attention Phase. Four students positioned in the orientation area in an expectant position. Photo: Ale Cabral.

Image 13.1 - Pre-Movement Phase. Four students positioned in the orientation area in a pre-movement position. Photo: Ale Cabral.

Image 13.2 - Finalization/Impact Phase. Four students positioned in the orientation area in a final defensive position. Photo: Ale Cabral.


Image 14.1 - Slide (Force). Student initiates defensive movement with hands placed on the ground. Photo: Marcello Zambrana.

Image 14.2 - Finalization. Student finishes side defensive movement while lying down with extended legs. Photo: Marcello Zambrana.
15. HEARING PERCEPTION AND INDIVIDUAL DEFENSE

- **Objective:** hearing perception and individual defense.

- **Materials:** court, ball, goal.

- **Procedure/Description/Strategy:** After noticing the ball coming from a parallel and/or diagonal direction, the student must first signal where the ball is coming from (starting point) (Image. 15), and then execute local defense (counterattack); where the student moves from a standing position to the correct final defensive position (Image. 15.1).

- **Variation:** When the student catches the ball, they can execute a throw.

- **Tip:** For new students or those who haven’t gone through the sequence of defensive drills, emphasize the association of the defense starting from a standing position and the distance between the ground and their head, for a safe conclusion.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goal-ball. Invertendo o Jogo da Inclusão”.


Image 15.1 - Defense Conclusion. Blindfolded student lying in a defensive position with the ball touching their belly. Photo: Marcello Zambrana.
16. **INITIAL REDUCED GAME**

- **Objective:** initial reduced game.
- **Materials:** court, ball.
- **Procedure/Description/Strategy:** Conduct reduced games (1x1) from sideline to sideline (reversed 3m area), where the ball must not pass through the defending student (Image. 16, 16.1), applying the throw and the defense worked in previous exercises.
- **Variation:** After trying the short distance (9m) throws, proceed to games in the court dimensions, involving all students.
- **Tip:** Organize games while introducing basic rules and referee commands, allowing communication among teammates as well.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.

![Image 16 - Throw. Two students, one on each sideline facing each other, one in an expectation position and the other holding the ball to throw. Photo: Ale Cabral.](image)

![Image 16.1 - Defense. Two students, one on each sideline facing each other, one throwing the ball while the other initiates a defensive movement. Photo: Ale Cabral.](image)

17. **PROGRESSIVE REDUCED GAME**

- **Objective:** progressive reduced game.
- **Materials:** court, ball.
- **Procedure/Description/Strategy:** Proceed to a 2x2 reduced game (Image. 17), where limits for throwing between players are set as a basic rule, allowing everyone to throw and practice the passing skill as well. The pairs should be positioned 6m apart; each pair facing each other with partners positioned on opposite wings.
- **Variation:** Use different types of balls based on age group.
- **Tip:** Rotation among students can be introduced to change the positions of the right and left wings.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.

![Image 17 - 2x2 Reduced Game. Four students divided into pairs, each pair on one side of the court (6m), playing against each other. Photo: Ale Cabral.](image)
18. GROUP GAME

- **Objective:** group game.

- **Materials:** court, ball, goal.

- **Procedure/Description/Strategy:** As the development progresses from the first two activities, we can move on to 3x3 group game (Image 18), getting closer to the real dynamics of the game and using the court with official dimensions (goal to goal).

- **Variation:** The format can also be reduced by shortening the court by 3m, adjusting the standard goal to goal.

- **Tip:** Don’t apply penalties and infractions with the students yet; it might be important to emphasize these aspects, but without excessive pressure.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertindo o Jogo da Inclusão.”

19. HEARING PERCEPTION

- **Objective:** hearing perception (referee’s call).

- **Materials:** court, ball, goal.

- **Procedure/Description/Strategy:** Conduct a 3x3 game (Image 19) to assimilate the game logic, and then explain some rules that influence this logic, such as the 10-second rule, high ball, and noise, without expecting prior assimilation.

- **Variation:** Here, you can play the “rules game,” awarding points to the team committing fewer infractions or correctly answering them.

- **Tip:** Always ask the student who committed an infraction if they know what happened, both in concept and procedure, as well as the consequence of the penalty.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertindo o Jogo da Inclusão.”
20. QUARTET GAME

- **Objective:** quartet game.
- **Materials:** court, ball, goal.

- **Procedure/Description/Strategy:** Building on the 3x3 game, while exploring passes, short movements to reach the ball, and throws, introduce the “quartet game”, which is essentially a game with 4 players on each team (Image. 20). The positions are the traditional ones (wings and pivot), but now include a fourth player positioned at point “T” behind the pivot (Image. 20.1), under the goalpost (for players to locate the center of the goal).

- **Variation:** Introduce a new player formation and work on the three basic directions in this initial phase. Present the directions as targets (right, center, and left).

- **Tip:** From this formation, you can increase the number of players, positioning them strategically to develop the defense without the risk of player collisions, allowing more participation in coverage and communication.

Reference: Activity developed at the Paralympic School of Sports (CPB).

21. INDIVIDUAL POSITIONING

- **Objective:** individual positioning.
- **Materials:** court, ball, goal.

- **Procedure/Description/Strategy:** Define formations in trios (Image. 21) or pairs (Image. 21.1) based on the number of students for team sports. Allow rotations of defensive and offensive positions (Image. 21.2 and 21.3), allowing all students to experience different game situations, roles of players, defensive and offensive actions in unlike scenarios, and exploring court sides.

- **Variation:** Rotations can be both clockwise and counterclockwise.

- **Tip:** Explain to the student the proximity to the sideline corresponding to their position and the corresponding throwing arm.

22. INITIAL DEFENSIVE SYSTEMS

- **Objective:** initial defensive systems.

- **Materials:** court, ball, goal.

- **Procedure/Description/Strategy:** Use the 3x3 game to apply the following defensive formations: triangle (Image. 22) and cone (Image. 22.1). This initial presentation of the two systems is important for understanding the defensive variations of the game, involving new group defensive formations, applying basic rules, and understanding their impact on the sport.

- **Variation:** Challenge the systems and alternate them based on a certain number of throws during the game itself.

- **Tip:** Explain the advantages and disadvantages of tactical systems, such as lack of coverage, spaces left due to a lack of compactness, and difficulties in defensive reformation.

Reference: Adapted for the Paralympic School of Sports from the Manual para Entrenadores de Goalball.


Image 22.1 - Cone Defense (Retreated Pivot). Three students in a final defense position in the orientation area. Photo: Ale Cabral.

23. USE OF EYESHADES

- **Objective:** use of eyeshades.

- **Materials:** court, ball, eyeshades.

- **Procedure/Description/Strategy:** Show the eyeshades (Image. 23) to the students for them to get familiar to the equipment, as it’s mandatory for goalball athletes. Allow them to handle it (Image. 23.1) to understand the shape, fitting to the face, and possible adjustments.

- **Variation:** During the game, don’t allow players to touch the eyeshades, applying the appropriate rule regarding touching eyeshades without permission.

- **Tip:** Customize the length of this session according to your schedule and the improvement of the class, especially for students with low vision. If official eyeshades aren’t available, you can use a cloth blindfold (Image. 23.2).


Image 23 - Eyeshades. Student adjusts official eyeshades with their hands. Photo: Ale Cabral.


Image 23.2 - Cloth Blindfolds. Students standing, putting on their cloth blindfolds. Photo: Ale Cabral.
24. **PRE-MOVEMENT**

- **Objective:** Pre-movement.
- **Materials:** Court, ball, and goalpost.
- **Procedure/Description/Strategy:** With the teacher’s assistance at the half line, the students must identify the sound signal produced by the ball hitting the ground (Image 24), indicating the side where the sound is coming from. They should then execute several pre-movements (2nd defensive phase) in sequence (Image 24.1).

- **Variation:** Increase the distance of the sound stimuli based on the students’ progression.

- **Tip:** The students in all positions should execute the exercise while maintaining defensive structure.


25. **STARTING POINT AND TARGET**

- **Objective:** Starting point and target.
- **Materials:** Court, ball, and goalpost.
- **Procedure/Description/Strategy:** Arrange the students in columns on the right and left sides of the court. Help them understand the target through parallel and diagonal throws (Image 25). Initially, guide them on the indicated direction (Image 25.1). Later, allow them to practice with only the initial command of direction (Image 25.2).

- **Variation:** Enable testing with several starting points, promoting mobility within the “orientation and throwing area”.

- **Tip:** Provide feedback to the students about their success or inconsistencies in hitting the target.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.

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Image 24 - Sound Source. Description: Students in the expectation position. Photo by Ale Cabral.

Image 24.1 - Pre-Movement (Right). Description: Students performing pre-movement. Photo by Ale Cabral.

Image 24.2 - Pre-Movement (Left). Description: Students performing pre-movement. Photo by Ale Cabral.

Image 25 - Parallel and Diagonal Throws. Description: Students distributed in three columns in the orientation area, throwing the ball in the teacher’s direction. Photo by Ale Cabral.

Image 25.1 - Throw Guidance. Description: Students distributed in three columns in the orientation area, throwing the ball thrown by the teacher. Photo by Ale Cabral.

Image 25.2 - Target Requested. Description: Student with a flexed body awaits the arrival of the ball in front of them. Photo by Ale Cabral.
26. SPECIFIC ENTERTAINING GAME (“FUGI-FUGI”)  

- **Objective**: Specific entertaining game (“Fugi-Fugi”).  
- **Materials**: Markings and bells-equipped balls.  
- **Procedure/Description/Strategy**: In the goalball space, position the students at the side of the court (or every 3-meter mark) to cross to the other side with ground movements (dragging). One student holding a small bell-equipped ball becomes the “tagger” (Image 26), asking, “Who’s there?” - to which the others respond, “Fugi-Fugi.” The game starts with the tagger trying to intercept the students crossing to the other side (Image 26.1). (Note: In the pedagogical sequence, barriers can be added for the taggers. When tagged, they must also remain in place with a ball for hearing orientation.)  
- **Variation**: Enable testing with different starting points, promoting mobility within the “orientation and throwing area”.  
- **Tip**: Provide feedback to the students about their success and effective use of the bell-equipped ball for tagger orientation.  

Reference: Adapted for the Paralympic School of Sports (CPB) from the traditional game of tag.

27. GOALBALL TARGET  

- **Objective**: Goalball target (offensive skill - throw).  
- **Materials**: Court, ball, cones, recycled materials, bell-equipped ball, and goalpost.  
- **Procedure/Description/Strategy**: Participants are positioned in columns on strategic points (starting point) (Image 27), facing their respective cones 9 meters away. At the coach’s signal, the first student from each column (Image 27.1) throws a goalball toward their cone, attempting to hit it (Image 27.2), then returns to the end of their column. Once all students have thrown, count the hits for each column.  
- **Variation**: Enable testing with different starting points, promoting mobility within the “orientation and throwing area”.  
- **Tip**: For this activity, use five goalballs and five cones or similar items. Organize the game with progressive scoring (moved, knocked over, hit). Change the types of throws (front, back, bounce). Make adaptations for children under 10 (Image 27.3 and 27.4).  

Reference: Adapted for the Paralympic School of Sports (CPB) from the Carpeta del Goalball.
28. **SOUND-BASED PACMAN**

- **Objective**: Orientation and Mobility.
- **Materials**: Court, tape and string markings, ball, goal.
- **Procedure/Description/Strategy**: This activity takes place in a space like the goalball court. The lines (tape and string) serve as paths for students to crawl and move along. They try to escape from a tagger (Image. 28) who makes sounds with the ball, acting as the “pacman”. The “pacman” follows the same path to pursue students (Image. 28.1). When touched by the “pacman’s” ball, a student joins in as a tagger.

- **Variation**: Instead of becoming taggers, caught students can remain still, creating obstacles in the path (barriers).
- **Tip**: Small balls with bells will be used for this activity.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Educação de Corpo Inteiro”.

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Image 27.1 - Student Positioned for Throw. Description: A student performs a frontal throw, attempting to hit the ball between two objects (cone and foam object). Photo by: Ale Cabral.

Image 27.2 - Execution of the Throw Towards the Target. Description: A student performs a frontal throw, attempting to hit the ball between two objects (cone and foam object). Photo by: Ale Cabral.

Image 27.3 - Adaptation for Sub-10 Students. Description: Three young students, each with a beginner’s ball, attempt to hit an inflatable image in front of them. Photo by: Marcello Zambrana.

Image 27.4 - Adaptation for Sub-10 Students Completing the Throw. Description: Three young students are waiting for the course of the ball as it heads towards an inflatable image. Photo by: Marcello Zambrana.

Image 27.5 - Adaptation for Sub-10 Students. Description: A student performs a frontal throw, attempting to hit the ball between two objects (cone and foam object). Photo by: Ale Cabral.

Image 28 - Sound-Based Pacman. Description: Students seated and spread out on the court, with one student holding a ball-equipped ball as the “pacman”. Photo by: Ale Cabral.

Image 28.1 - Pacman Pursuit. Description: The “pacman” student moves along the path, chasing other students in the game. Photo by: Ale Cabral.
29. TREASURE HUNT

- **Objective:** Treasure hunt (tactile and hearing perception).

- **Materials:** Court, balls with bells, plastic bags.

- **Procedure/Description/Strategy:** In a space like a goalball court (Image. 29). The purpose is to locate balls with bells placed at different points on the court (Image. 29.1), on top of the lines. When indicated by the teacher, students move along the lines (Image. 29.2) to find as many balls as possible (Image. 29.3). The activity ends when all balls are found.

- **Variation:** Allow for testing from different starting points, encouraging mobility within the “orientation and throwing area”.

- **Tips:** Use blindfolds or eyeshades for this activity. Encourage students to work in pairs based on their disabilities to help finding the balls.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Educação de Corpo Inteiro”.

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30. SEATED DODGEBALL

- **Objective:** Seated dodgeball (defensive skill - movement).

- **Materials:** Ball, eyeshades or blindfolds, tactile lines.

- **Procedure/Description/Strategy:** Two teams face each other (Image. 30) at 9m, defined by parallel lines. The lines serve as limits for dodging the ball and for the throwing range. When the dodge command is given, a student with a ball rolls it towards the opposing team (Image. 30.2). The team being targeted must move to the right or left to avoid being hit (Image. 30.3). Each hit adds a point for the throwing team.

- **Variation:** Try with different starting points, stimulating mobility within the “orientation and throwing area”.

- **Tip:** Use blindfolds or eyeshades for this activity.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Educação de Corpo Inteiro”.

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Images:
- Image 29 - Field. Emphasized, a blue ball with a bell on top of the tactile line. Photo: Ale Cabral.
- Image 29.1 - Ball Location. Blindfolded student on their knees searching for a bell-equipped ball, which is very close. Photo: Marcello Zambrana.
- Image 29.2 - Students’ Movement. Students move along the tactile lines, searching for bell-equipped balls spread on them. Photo: Marcello Zambrana.
- Image 29.3 - Ball Counting. Students sit in a circle and count the bell-equipped balls they found. Photo: Ale Cabral.
- Image 30 - Students in the expectation position in the neutral area observe the ball at the center of the court. Photo: Ale Cabral.
31. GIANT GOALBALL

- **Objective:** Principles of team play.
- **Materials:** Court, whistle, small balls with bells, goal.
- **Procedure/Description/Strategy:** Create a marked playing area using established 6m zones. Teams are positioned strategically. One team (Team A) throws the balls following the teacher’s command (Image 31), while the other team (Team B) intercepts the throws (Image 31.1). After all players from Team A throw, count the number of successful goals. Then, reverse the roles to allow all players to experience offense and defense.
- **Variation:** Try with different starting points, stimulating mobility within the “orientation and throwing area”.
- **Tips:** Use blindfolds or eyeshades for this activity.

Reference: Developed at the Paralympic School of Sports (CPB).
32. PASS IN HAND

- **Objective:** Pass in hand.
- **Materials:** court, ball, and goalpost.
- **Procedure/Description/Strategy:** work on the “half-pass” through the exchange of passes from the defending wing player (Image 32), with full ball control. The wing player is responsible for delivering the ball to the opposite wing player at the meeting point (Image 32.1), which is the center of the goalpost, allowing for a pass to the receiving player (Image 32.2).
- **Variation:** encourage different target for the throws.
- **Tip:** the player in the pivot position should provide guidance to other teammates.

Reference: Adapted from the Paralympic School of Sports (CPB) from the “Fundamentos Táticos do Goalball” article.

33. DIAMOND-SHAPE DEFENSE

- **Objective:** diamond-shape defense.
- **Materials:** court, ball, and goalpost.
- **Procedure/Description/Strategy:** position students strategically on the court (using the court markings) (Image. 33), or in a formation that defines a diamond shape. The four students will be crouched in an attentive position and will execute low throws, without standing up, to their corresponding partner to the left (clockwise). The defender immediately performs the defensive action of blocking upon receiving the ball (Image. 33.1). The corresponding partners repeat the exercise until the ball returns to its starting point. Several cycles can be performed with corrections and adjustments until the ball is being directed correctly and defenses are being executed.
- **Variation:** increase the distance of the diamond as the class progresses.
- **Tip:** adapt the type of ball according to the age group.

Reference: Activity developed at the Paralympic School of Sports (CPB).
34. DEFENSIVE AGILITY

- **Objective**: defensive agility.

- **Materials**: court and ball.

- **Procedure/Description/Strategy**: with students in team formation, execute the defensive move after a series of initial commands from many starting positions, transitioning quickly from the preparation phase to the final defensive posture. [Example: starting from the “standing and facing away” position (Image. 34), move to the expectant position, and then intercept the ball with the proper defensive technique (Image. 34.1)]. The throws will be initiated from the center of the court by the teacher.

- **Variation**: change the initial starting positions for the defense [kneeling (Image. 34.2), sideways, sitting backwards (Image. 34.3), prone position, etc.].

- **Tip**: adapt the type of ball according to the age group.

Reference: Activity developed at the Paralympic School of Sports (CPB).
35. **PIGGY IN THE MIDDLE**

- **Objective:** piggy in the middle.
- **Materials:** court and ball.

- **Procedure/Description/Strategy:** Position the students in a circle, using court markings if available, with one student in the center of the circle. When the student in possession of the ball signals, through a calling command of another student’s name in the circle (who must respond with “two claps”), a pass will be executed to that student (Image 35). The student in the center will try to intercept the pass (Image 35.1).

- **Variation:** You can change the student in the center.

- **Tip:** Try with different types of balls and distances.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Educação de Corpo Inteiro”.

![Image 35 - Pass to a colleague. Students are positioned in the neutral area in a circle, with a student in the center in a defensive position, and another student holding the ball. Photo: Ale Cabral.](image)

![Image 35.1 - Attempted Ball Interception. Students are arranged in a circle, with a student in the center trying to intercept the ball in a defensive position. Photo: Ale Cabral.](image)

36. **PENALTIES**

- **Objective:** Penalties.
- **Materials:** court, ball, and goalpost.

- **Procedure/Description/Strategy:** Develop concepts and procedures for penalty throws, according to positioning, spatial orientation, and execution of the defensive technique: initial position (Image 36), ball starting point (Image 36.1), side movement (Image 36.2), and finally, defensive final position (Image 36.3). This work should be executed for both the right side (Image 36.4 to 36.7) and the left side, allowing all students to experience defensive side movement for this aspect of the game.

- **Variation:** Allow students to position themselves at different distances from the goalpost.

- **Tip:** Change the starting heights to adjust the “head to ground” distance.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.
Image 36.1 - Ball Starting point Definition. Blindfolded student initiates side movement with the ball towards her. Photo: Ale Cabral.

Image 36.2 - Side Movement (Left). Blindfolded student initiates a slide towards the ball in front of her. Photo: Ale Cabral.

Image 36.3 - Defensive final position (Left). Blindfolded student completes the defensive action, lying down with an extended body and ball possession. Photo: Ale Cabral.

Image 36.4 - Initial Position. Blindfolded student in an upright waiting position. Photo: Ale Cabral.

Image 36.5 - Ball Starting point Definition. Blindfolded student in a preparatory movement position. Photo: Marcello Zambrana.

Image 36.6 - Lateral Movement (Right). Blindfolded student in a defensive position. Photo: Marcello Zambrana.

Image 36.7 - Defensive final position (Right). Blindfolded student completes the defensive position with the ball very close. Photo: Marcello Zambrana.
37. DEFENSIVE ADJUSTMENT

- **Objective:** defensive adjustment for pivot coverage.

- **Materials:** court, pet water bottle, and ball.

- **Procedure/Description/Strategy:** position the student in the pivot area (Image 37). He'll move to the contact point defined by the teacher on the right and left side (Image 37.1 and 37.2) to recognize the distance for lower and upper limb actions, as well as the object that needs to be reached from the starting point to cover the wing player. Upon the teacher’s command, execute a slide reaching the designated point in one movement, completing the defensive action.

- **Variation:** allow repeated defenses for both sides, without specifying the defensive posture.

- **Tip:** use lightweight material for student’s hand or foot contact (Image 37.3).

Reference: Activity developed at the Paralympic School of Sports (CPB).
38. TORBALL GAME

- **Objective:** Torball game.
- **Materials:** court, ball, string, bells, and goalpost.

- **Procedure/Description/Strategy:** Teach students about the dynamics of this adapted game from goalball. Using the hearing guidance of a string stretched with bells along the centerline, students will experience smooth throws (Image 38). This will help them perceive how each throw is leaving their hands. If a throw is executed correctly (low), the ball will pass under the string without triggering the bells. However, if the ball is thrown high, it will bounce and hit the string, producing the characteristic bell sound. This hearing feedback will guide students in making corrections.

- **Variation:** Instead of having the ball pass only under the string, you can adapt bounced throws by progressively increasing the throwing distances.

- **Tip:** Afterwards, stimulate a game with this dynamic, allowing students to adjust their throws (Image 38.1). As a competitive rule, consider penalizing a player after hitting the string.

Reference: Inspired by the Torball Game.

39. ROTATION GAME

- **Objective:** Rotation game.
- **Materials:** court and ball.

- **Procedure/Description/Strategy:** Students will be in a defensive triangle formation (Image 39). At the teacher’s command, they will switch positions clockwise; meaning, the left wing will move to the pivot position (Image 39.1), the pivot will move to the right-wing position (Image 39.2), and the right wing will move to the left-wing position (Image 39.3).

- **Variation:** Reverse the direction and relate the rotation to ball defense.

- **Tip:** The number of repetitions or the rotation cycle can be determined by the teacher.

Reference: Adapted for the Paralympic School of Sports (CPB) from the book “Goalball. Invertendo o Jogo da Inclusão”.

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Image 38 - Low throws under the string with bells. Students divided into 2 groups of 3, one facing the other. One student crouch to pick up the ball, which passes under the string stretched above the centerline. Photo: Ale Cabral.

Image 38.1 - Adapted torball game (detail of bell on string). In the detail, a bell tied to an elevated string. Photo: Ale Cabral.

Image 39 - Initial formation. Three students positioned in the orientation area in the expectation position. Photo: Ale Cabral.

Image 39.1 - Left wing moving to pivot position. Right wing, standing, walking towards the left wing, touching the goalpost. Photo: Ale Cabral.

Image 39.2 - Pivot moving to right wing. Pivot, standing, changing position using the goalpost as a reference. Photo: Ale Cabral.

Image 39.3 - Right wing moving to the left. Another position exchange, now the right wing moving to the left wing. Photo: Ale Cabral.
40. FROM STARTING POINT TO TARGET

- **Objective:** From starting point to target (challenge).

- **Materials:** court and ball.

- **Procedure/Description/Strategy:** Perform throws according to the teacher’s location, (Image 40) and hearing cues. Subsequently, execute throws using numerical space distribution (starting point from 1 to 6 - 9m goal divided into 6 spaces of 1.5m each, from the right wing to the left wing) (Image 40.1), for the completion of tasks (challenges) assigned to the students for a specific target. In other words, starting from a determined position (starting point), execute the throw towards a specified target (Image 40.2), aiming for the opponent’s goal.

- **Variation:** Allow students to choose the starting point and target.

- **Tip:** Review the execution with the student, provide feedback for better assimilation.

Reference: Adapted for the Paralympic School of Sports (CPB) from the “Fundamentos Táticos do Goalball” article.
Example/Template: Incorporating the 5 content blocks that form the foundation of sports initiation applied at the Paralympic School of Sports, in Goalball, with some of the actions required for game development (Subtitle: IP = Initial Part, MP = Main Part, FP = Final Part).

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>Foundational content blocks for sports initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Tactile and hearing perception; orientation and mobility; specific fundamentals (attack, passing/reception, defense)</td>
</tr>
<tr>
<td>ACTIVITY DESCRIPTION</td>
<td></td>
</tr>
<tr>
<td>IP: 4.4.1. Body and Ball Handling (see exercises 3 and 4)</td>
<td></td>
</tr>
<tr>
<td>MP: 4.4.2. Orientation and Mobility (O&amp;M)</td>
<td></td>
</tr>
<tr>
<td>4.4.3. Tactile and Hearing Perception</td>
<td></td>
</tr>
<tr>
<td>4.4.4. Specific Fundamentals (attack, passing/reception, defense)</td>
<td></td>
</tr>
<tr>
<td>Exercise 1: Cross from one side of the goal to the other while carrying a ball with a bell for a colleague. Students are organized into two groups, each on one side of the goal.</td>
<td></td>
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<tr>
<td>Exercise 2: Locate a ball that will be thrown into the defensive area (3m line), near one of the goal’s sides (1.5m line), move to the throwing area (6m line), and return to the starting point.</td>
<td></td>
</tr>
<tr>
<td>Exercise 16: Play side-to-side games (1x1), where the defending student prevents the ball thrown by the colleague from passing through, using acquired throwing and defensive skills (3m area).</td>
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<tr>
<td>FP: 4.4.5. Guided Team Game or Recreational Activity (see game examples - suggestion of exercise 20 or 29)</td>
<td></td>
</tr>
<tr>
<td>MATERIAL</td>
<td>Balls (with bells), smaller balls, goalball court markings</td>
</tr>
<tr>
<td>REVIEW</td>
<td>Based on the activities, assess students’ progress through the final part. Evaluate their understanding acquired about goalball from a previous knowledge assessment.</td>
</tr>
</tbody>
</table>
COMMON MISTAKES IN SPORTS INITIATION

In the implementation process of the Paralympic School of Sports by the Brazilian Paralympic Committee, developed across eight sports in sports initiation, we have identified some common errors through the exercises applied. These are worth highlighting for the proper guidance of teachers and enthusiasts of goalball who will access this sports initiation manual.

1. SEMI-FLEXED ARM GRIP FOR THROWING (IMAGE. 1.1): This movement initiates the offensive action, providing the appropriate leverage for a proper throw (Image. 1).

CORRECT

INCORRECT

2. BALL RESTING ON THE BODY (IMAGE. 2.1): Supporting the ball against the body hinders the leverage for throwing (Image. 2)

CORRECT

INCORRECT
3. KEEPING LEGS PARALLEL (IMAGE. 3.1) FOR LEVER-TYPE THROWING: It’s important that students become familiar with the term “supporting leg” (Image. 3), crucial for abrupt stops, balance, and body support. Remember that this leg is always the opposite of the throwing arm.

4. LOW PASS TO A TEAMMATE (IMAGE. 4.1): It’s crucial that passes, especially low ones, are executed with the ball leaving the hands from a low point (Image. 4), not rolling. This creates a bouncing course that makes it easier for the receiver to locate the ball.

5. PASSING (CALLING) AND RECEIVING (RESPONDING): Reversing or not following these communication commands (Image. 5.1) will make it harder to learn this action in goalball. These commands are vital for establishing a code for passing. The player who wants to pass “calls” the teammate, and the player who should receive the ball “responds” (Image. 5), guiding the course of the ball to reach the receiver.
6. RUNNING OR MOVING IN ANY DIRECTION WITHOUT BEING SURE OF WHERE YOU SHOULD BE (IMAGE. 6.1): Since goalball involves tactile markings (tape and string), the goalpost, and teammates to orient players in the playing area, it’s crucial for students to rely on these hearing and tactile cues. They should always face the opponent (Image. 6) to ensure their safety, avoid unnecessary collisions, and define their initial position and target.

7. LAYING DOWN AT THE FIRST BOUNCE OF THE BALL WITHOUT EXECUTING THE “PREPARATORY MOVEMENT” (IMAGE. 7.1): Students should start recognizing the difference between ball restitution (done by the referee or teacher) and the course of the ball thrown by the attacker. They need to identify the ball’s starting point and direction (Image. 7) before attempting to intercept it using the defensive positioning (lying on the side with the body extended).
8. LEAVING FINGERS POINTED TOWARDS THE IMPACT WITH THE BALL (IMAGE. 8.1) WHILE EXTENDING ARMS AFTER THE DEFENSIVE FINAL PHASE: This error primarily concerns safety, as the palms of the hands should face the ball impact (Image. 8) to prevent injuries during the initial learning of this defensive action. This should be followed by extending the arms for the final phase.

9. NOT PLACING HANDS ON THE GROUND DURING THE “EXPECTATION/ATTENTION PHASE OF DEFENSE” (IMAGE. 9.1): This defensive action, an essential part of the entire defensive process, requires special attention as it will later affect side movements (Image. 9). Not practicing this action correctly could hinder the student’s progression in later learning other defensive actions.

10. NOT SEEKING THE BALL AFTER THE FIRST IMPACT: When learning, some children assume they’ve successfully defended (Image. 10.1) because the ball didn’t enter the defensive system. However, it’s crucial to train students to search for the ball (Image. 10) immediately after the impact, facilitating ball possession and allowing more time for a throw within the “ten seconds” rule.
FINAL REMARKS

After a year of the Paralympic School of Sports, we’ve witnessed the consolidation of a work in which we researched, planned, executed, and reevaluated specific actions to the sport. However, from the beginning we had a question: “What are the advantages of a visually impaired child practicing the sport of goalball”?

In this teaching and learning process, it was crucial to plan a teaching sequence of different ways to introduce beginners to the sport, observing and correcting, primarily through games and recreational activities, the concept applied in a playful manner for later technical development of the skills.

This applicability underwent a process of reconsideration as classes were shaped, based on the existing difficulties, in favor of achieving closer alignment for their development, in line with each student’s learning pace within the sport. It’s worth noting that the working philosophy applied in the project involves rotating students through different sports, favoring motor improvement for all students in terms of experiencing physical capacities and motor skills associated with each sport.

Particularly in goalball, students were able to perform specific movements, culminating in effective game actions, enhancing their physical attributes in terms of agility, speed, strength, aerobic and anaerobic endurance. Through these sport-specific movements and actions, they improved their motor skills (mobility, manipulation, and balance) necessary for the game, such as walking, jumping, manipulating, balancing, bouncing, throwing, and receiving.

Through all this practical work carried out by applying exercises (Class plans) to the project’s students, we concluded that we needed to develop additional tools to demonstrate our observation of their actual progress. This inquiry led to the
creation of individual records that track each student’s development, potentially leading to their inclusion in the advanced Level II class.

An important aspect we discovered in the project is the social benefit acquired by participants, who engage in sports festivals and school circuits, showing integration among students, each with their own disabilities, along with the involvement of their families. This becomes yet another tool for personal development, not just physical but also in daily life — whether in school, family circle, or socially.

After working as a coach for teams in São Paulo and as an assistant coach for the national women’s goalball team, I now have the gratifying role of being an initiation teacher for goalball at the Paralympic School of Sports of the Brazilian Paralympic Committee, contributing to the development of future generations of Brazilian goalball players.

By participating in these different initiatives of the Brazilian Paralympic Committee, and following a structured program, actively engaging in sports offered by the Paralympic School of Sports, and potentially progressing through the Paralympic School Games, the School Camp, being part of the youth national team and even into university-level games, we hope to see them reach the top of their abilities participating in the Paralympic Games.

However, if during their initial sporting experience, they are not given the opportunity to: I – Embrace the principles and actions of the game or sport; II – Minimize difficulties within activities; and III – Stimulate their athletic progression; we won’t be able to say: “That child had the right to participate in a sports initiation program”.

This entire process of teaching and learning in physical activity, as suggested by the sports initiation program, seeks to provide the right to make mistakes, applying exercises ranging from simple to more complex, based on the developing motor stage of the individual. With adapted resources and materials, taught in various styles, tailored to each person with a disability, we ensure they are not restricted from achieving motor success.

Identifying the motor talent that can improve into sports talent allows us to fulfill our professional commitment and contribute to the CPB’s mission: “promoting Paralympic sports from initiation to high performance, and the inclusion of people with impairments in society.”
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