



Information Article

Impact of WebQuest Inquiry-Based Pedagogical Modules on Visuospatial Imagery and Motor Skill Acquisition of Passing and Finishing in Futsal

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ABSTRACT

Keywords:

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The significance of this study lies in utilizing the WebQuest instructional strategy through preselected digital resources curated by the instructor, providing female students with inquiry-based tasks to construct knowledge via higher-order thinking skills. The core research problem addressed deficits in visual imagery as well as passing and scoring proficiencies in futsal among intermediate-stage female students. Consequently, the researcher developed instructional units based on the WebQuest strategy to evaluate its pedagogical impact on visual imagery and the acquisition of passing and scoring skills. An experimental design was employed to suit the nature of the research problem. The sample comprised (89) female students from the fifth literary grade at Thuwaybah Al-Aslamiyyah Secondary School for Girls. The empirical findings demonstrated a statistically significant superiority of the WebQuest-based instructional units over traditional methods in enhancing visual imagery and motor execution for passing and scoring in futsal. The researcher recommends integrating the WebQuest strategy into physical education curricula across instructional stages as a fundamental pedagogical component, along with extending its application to the acquisition of other fundamental futsal skills.

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1. Introduction

The current era is witnessing a rapid informational and technological revolution that has brought about radical transformations across various domains of life. The educational and sports fields have not been isolated from these changes; the focus has shifted from traditional education, which relies on rote memorization and passive instruction, to active learning strategies that place the learner at the center of the educational process and develop higher-order thinking skills. Indeed, the progress achieved in these activities was not born of coincidence, but rather came through perseverance, diligent effort, a profound understanding of modern educational foundations, and diversity in utilizing teaching methods and learning styles to elevate learner performance. This is achieved through continuous research and staying updated on modern advancements, adopting new scientific means and methods to guide learners toward an advanced level of optimal performance.

The WebQuest strategy is considered one of the most prominent inquiry-based and investigative learning strategies. It is a guided instructional strategy in which female students utilize the internet to obtain information related to a specific topic, followed by processing and analyzing this information to reach conclusions or solve particular problems. Integrating this strategy into the sports domain opens new horizons for female students, as their role is no longer limited to the mere execution of motor skills; it extends to understanding the technical and biomechanical dimensions of the skill, thereby enhancing their capacity for creative thinking during performance.

E-learning is viewed as one of the advanced modes of what is generally referred to as distance learning, particularly internet-based learning (web-based learning) and computer-based learning. E-learning relies on an integrated digital electronic environment that delivers curricula via electronic networks. Here, the role of the WebQuest strategy emerges as an exploratory educational activity based on processes that effectively search the World Wide Web to access information directly with minimal effort and time, thereby assisting female students in developing visual imagery and fundamental futsal skills.

Among the skills taught in physical education classes, futsal skills have received substantial support and encouragement. Because futsal relies on numerous fundamental skills that form its core foundation, mastering them requires considerable time. Futsal is a sport that demands rapid decision-making and high execution accuracy under time pressure and within confined spaces. The skills of passing and shooting represent the backbone of this game; passing is the primary means of moving the ball and constructing offensive attacks, whereas shooting represents the ultimate objective by which matches are decided. Mastery of these skills depends not only on neuromuscular coordination, but also on a high capability to mentally "see" the court, imagine passing angles, and anticipate the movements of teammates and opponents—a concept known in sports literature as visual imagery.

The importance of the study lies in employing the WebQuest strategy through carefully selected, pre-designed web resources and sites prepared by the teacher. Amid technological development and the multiplicity of information sources, WebQuests have emerged as one of the most vital active learning approaches grounded in inquiry and research, enabling students to integrate theoretical knowledge with practical application. The strength of this strategy lies in transitioning the female student from the direct learning phase to a self-directed, problem-solving-based learning phase, where she





analyzes video clips, compares techniques, and emulates model performances of elite players, thereby reinforcing the mental visualization process of the skill prior to attempting field execution.

Futsal is characterized by high speed and limited space, imposing physical and mental pressures on players that demand extreme precision in decision-making and execution. The passing and shooting skills are fundamental pillars determining match trajectory and outcomes. These two skills fundamentally depend on the ability to anticipate ball trajectories and the movements of teammates and opponents, which is closely linked to visual imagery as a cognitive process preceding motor performance.

Despite the importance of these skills, field observation and an examination of current educational realities reveal that many instructional units still rely on traditional approaches that excessively emphasize repetitive motor training (mechanical drills) while completely neglecting cognitive and mental aspects. This approach often leads students to acquire superficial skills that lack a deep understanding of on-court variables and weakens their ability to evoke correct mental images of the skill before execution, negatively impacting shooting accuracy and passing effectiveness in authentic playing situations.

The research problem is embodied in the difficulties female students often face in transitioning from the theoretical learning stage to proficient field performance, due to the absence of instructional tools that integrate technology with active learning strategies such as WebQuests. WebQuests provide a stimulating, inquiry-based learning environment capable of enhancing students' visual imagery through analyzing model performance and understanding the biomechanics of skills via multimedia. Based on the foregoing, the research problem is formulated in the following question: Can the implementation of instructional units designed according to the WebQuest strategy contribute to developing visual imagery and consequently improving the level of passing and shooting skills in futsal among female students?

Research Objective:

To design instructional units based on the WebQuest strategy and identify their effect on visual imagery and the learning of passing and shooting skills in futsal.

Research Hypotheses:

- There are statistically significant differences between the pre-test and post-test results for both the experimental and control groups in visual imagery and the learning of passing and shooting skills in futsal.
- There are statistically significant differences in the post-test results between the experimental and control groups in visual imagery and the learning of passing and shooting skills in futsal.

Research Scope:

- **Human Scope:** Fifth-grade literary stream female students at Thuwaiba Al-Aslamiah Secondary School for Girls.
- **Temporal Scope:** The period from February 16, 2026, to April 8, 2026.
- **Spatial Scope:** The sports court at Thuwaiba Al-Aslamiah Secondary School for Girls.

2. Materials and Methods

2.1 Research Methodology

The nature of the problem and the research objectives determine the appropriate research methodology. Therefore, the researcher employed the experimental method





using an equivalent two-group design (experimental and control groups) with pre- and post-testing.

2.2 Research Population and Sample

The research population comprised female secondary schools in Diyala Governorate, Baqubah District (the center). The research sample was purposively selected from fifth-grade literary stream female students at Thuwaiba Al-Aslamiah Secondary School for Girls, totaling 89 students distributed across two sections. After conducting a random draw, Section B was selected as the experimental group ($n = 40$) and Section A (or the designated second section) as the control group ($n = 40$). Nine students were excluded from the research results due to illness, participation in the school futsal team, or irregular attendance, although they still participated in the instructional units.

2.3 Means, Equipment, and Tools Used in the Research

- **Data Collection Means:** Arabic and foreign references and literature, testing and measurement, data tally sheets, statistical methods, scientific observation.
- **Tools Used:** Futsal court, futsal balls made in China ($n = 10$), FOX whistle made in Canada, pens ($n = 5$), plastic cones ($n = 20$), measuring tape and adhesive tape, instructional videos and illustrative film materials.
- **Equipment Used:** NEKON digital cameras ($n = 2$), DELL laptop ($n = 1$), data show projector of Chinese origin with a projection slide and loudspeaker ($n = 1$), KISLO electronic stopwatches ($n = 2$).

2.4 Tests Used in the Research

2.4.1 Visual Imagery Test

The visual imagery test was selected as one of the tests within the Vienna Test System located in the Psychological Laboratory at the College of Basic Education, University of Diyala. This test is standardized and satisfies all necessary scientific criteria and conditions.

Test Administration Procedures:

The Vienna Visual Imagery Test is a 3D test comprising two phases: the instruction, orientation, and practice phase, and the active testing phase. It is a standardized test designed to measure the level of visual imagery among female students. The test takes three minutes per student and features three difficulty levels ranging from easy to difficult. Upon completing the test, the test administrator presents the results on a report form detailing the three levels, the student's overall score, and the correct and incorrect responses.

Instruction and Practice Phase:

During the instruction and practice phase, students must familiarize themselves with the assigned task and complete it without errors before proceeding to the actual test. In this phase, the student is provided with the test details, how to respond, and how to operate input devices such as the mouse, touchscreen, keyboard, and light pen. The test contains three levels: Easy (items 1–10), Intermediate (items 11–20), and Difficult (items 21–30). Based on these levels, the student's visual imagery test score is calculated. Items in the testing phase are presented in the same manner as in the practice phase; the only difference is that the student receives no feedback regarding response accuracy during the testing phase. Furthermore, items cannot be omitted, although the student has the option to use the "I don't know" button within the allocated time.





2.4.2 Passing Test (Abdul-Muttalib, 2022, p. 135)

- **Test Name:** Passing test toward a small goal ($1 \times 1 \text{ m}$) from a distance of (8 m).
- **Test Purpose:** Measuring passing accuracy.
- **Tools:** Futsal balls ($n = 5$), measuring tape.
- **Performance Description:** The participant stands with the ball at a distance of (8 m) from the target. Upon hearing the signal, she passes the stationary ball toward the target.
- **Performance Conditions:** The test begins with ball (1) and ends with ball (5).
- **Scoring Method:**
 - The participant is given one attempt, with a maximum test score of (15) points.
 - Three (3) points are awarded for a successful attempt where the ball enters the goal directly.
 - Two (2) points are awarded for an attempt where the ball touches the crossbar or posts and enters the goal.
 - One (1) point is awarded for an attempt where the ball touches the crossbar or posts but does not enter the goal.

2.4.3 Shooting Test (Abdul-Muttalib, 2022, p. 139)

- **Test Name:** Shooting test toward a futsal goal divided into numbered squares on both sides.
- **Test Purpose:** Measuring shooting accuracy toward the target.
- **Tools:** Futsal goal, futsal balls ($n = 5$), iron square measuring 66.66 cm designating the target scoring area for the test.
- **Performance Description:** Five (5) balls are placed in different designated locations at a distance of (10 m) from the goal. The student shoots toward the marked target zones according to their relative importance and difficulty, sequentially one after another, with a distance of (50 cm) between consecutive balls.
- **Performance Conditions:** The test begins with ball (1) and ends with ball (5).
- **Scoring Method:** Successful shots entering the targets or touching their boundaries are calculated as follows:
 - (4) points when scoring in zone No. 4.
 - (3) points when scoring in zone No. 3.
 - (2) points when scoring in zone No. 2.
 - (1) point when scoring in zone No. 1.
 - (0) points for shots outside the target boundaries.
 - The participant is given one attempt.

2.5 Main Experiment Execution

2.5.1 Pre-Testing

Pre-tests were conducted for the research sample on Monday, February 16, 2026 (the visual imagery test at the College of Basic Education – University of Diyala), and on Wednesday, February 18, 2026 (the passing and shooting tests on the sports court at Thuwaiba Al-Aslamiyah Secondary School for Girls). The researcher standardized the experimental conditions, testing procedures, and assistant work team to replicate identical conditions as closely as possible during post-testing.





2.5.2 Execution of the Main Experiment

The main intervention was initiated for the research sample on Sunday, February 22, 2026, and concluded on Wednesday, April 1, 2026. The intervention comprised two instructional units per week, totaling 12 instructional units. Each unit lasted 45 minutes, divided into three parts: preparatory (15 min), main (25 min), and concluding (5 min).

2.5.3 Instructional Units According to the WebQuest Strategy

The WebQuest strategy was implemented by blending 2D and 3D web environments through designing 3D videos. Female students viewed the educational content—consisting of curated web links rich in instructional materials—at home, followed by practical performance the next day at school.

The WebQuests were designed according to several procedural steps:

- **Step 1: Searching for Potential and Topic Selection:** This step involves selecting the topic, taking into consideration the knowledge to be acquired by the learner and its alignment with the curriculum or study plan.
- **Step 2: Designing the WebQuest:** In this step, tasks and roles for the female students are established via the WebQuest, ensuring clear and defined student roles for each operational stage. Standard templates available on specialized educational websites were utilized, and web pages were designed using web editors while observing essential WebQuest structural elements. Colors and graphics related to the quest topic were selected to match the developmental level of the target students.

The role of the teacher encompassed the following tasks:

- Defining WebQuest topics.
- Selecting appropriate websites and ensuring they are free from promotional links to external or unsuitable sites.
- Preparing the digital environment and hardware, ensuring active internet connectivity.
- Forming equivalent collaborative groups, distributing tasks, and announcing them to the students.
- Determining the duration of the quest (executed within the same class if a short-term WebQuest, or across several classes if a long-term WebQuest).
- Monitoring and guiding students toward cooperative work, resolving difficulties encountered during the quest.
- Receiving quest outcomes and facilitating student-led discussions.
- Evaluating results and connecting key instructional themes within the lesson.
- Collecting student evaluations of the WebQuest strategy and recording their feedback.

2.5.4 Post-Testing

Following the completion of the 12 instructional units, the researcher conducted post-tests on Sunday, April 5, 2026 (the visual imagery test at the College of Basic Education – University of Diyala), and on Wednesday, April 8, 2026 (the passing and shooting tests on the sports court at Thuwaiba Al-Aslamiyah Secondary School for Girls), strictly observing the same conditions, standards, and procedural controls applied during pre-testing.

2.6 Statistical Methods

The researcher utilized appropriate statistical methods to process the data obtained from the pre- and post-tests using the Statistical Package for the Social Sciences (SPSS).





3. Results and Discussion

3.1 Presentation and Analysis of Pre- and Post-Test Results for Visual Imagery, Passing, and Shooting Skills

Table 1. Arithmetic Means, Standard Deviations, Calculated and Tabulated t-Values, and Significance of Differences Between Pre- and Post-Tests for the Experimental Group Across the Research Variables

No.	Variables	Unit	Pre-test		Post-test		Mean Diff. (X̄-d)	SD Diff. (SDd)	Calculated t	Error Rate (p-value)	Significance of Differences
			(X̄)	(SD)	(X̄)	(SD)					
1	Visual Imagery	Score	49.60	4.16	68.00	2.50	18.4	8.57	13.62	0.000	Significant
2	Passing	Score	4.7	2.26	12.9	2.01	8.2	2.34	22.16	0.000	Significant
3	Shooting	Score	4.5	2.35	13.3	1.96	8.8	2.29	24.44	0.000	Significant

Table 2. Arithmetic Means, Standard Deviations, Calculated and Tabulated t-Values, and Significance of Differences Between Pre- and Post-Tests for the Control Group Across the Research Variables

No.	Variables	Unit of Measurement	Pre-test (X̄)	Pre-test (SD)	Post-test (X̄)	Post-test (SD)	Mean Diff. (X̄-d)	SD Diff. (SDd)	Calculated t	Error Rate (p-value)	Significance of Differences
1	Visual Imagery	Score	49.40	4.26	55.00	3.01	5.6	11.5	3.09	0.000	Significant
2	Passing	Score	4.5	2.67	7.9	2.51	3.4	2.42	8.94	0.000	Significant
3	Shooting	Score	4.4	2.46	8.3	1.93	3.9	2.17	11.47	0.000	Significant

3.2 Presentation and Discussion of Post-Test Results Between the Experimental and Control Groups

Table 3. Arithmetic Means, Standard Deviations, Calculated t-Values, Error Rate, and Significance Level for Post-Tests Between the Experimental and Control Groups Across the Research Variables

No.	Variables	Unit	Experimental		Control		Calculated t	Error Rate (p-value)	Sig.
			(X̄)	(SD)	(X̄)	(SD)			
1	Visual Imagery	Score	68.00	2.50	55.00	3.01	7.56	0.000	Significant
2	Passing	Score	12.9	2.01	7.9	2.51	4.29	0.000	Significant
3	Shooting	Score	13.3	1.96	8.3	1.93	4.10	0.000	Significant

3.3 Discussion of Test Results for the Experimental and Control Groups Across the Research Variables

Table 1 indicates that the arithmetic mean values of the pre-test for the experimental group in visual imagery, passing, and shooting skills in futsal differed substantially from the post-test. The calculated t-values for the research variables were (13.62, 22.16, and 24.44), respectively. Since the error rate (p-value) across all research variables is smaller than the significance level (0.05), this indicates statistically significant differences between the pre- and post-tests in favor of the post-test.

Table 2 demonstrates that the arithmetic mean values of the pre-test for the control group in visual imagery, passing, and shooting skills in futsal also differed from the post-test. The calculated t-values for the research variables were (3.09, 8.94, and 11.47), respectively. Because the error rate (p-value) across all research variables is smaller than the significance level (0.05), statistically significant differences are present between the pre- and post-tests in favor of the post-test.

The researcher attributes these significant differences favoring the post-tests to the use of the researcher-designed WebQuest strategy, which was prepared, implemented, and executed according to sound scientific principles. The WebQuest strategy proved effective in generating learning, thereby fostering marked progress in visual imagery as well as futsal passing and shooting proficiency. Adhering to systematic, scientific, and logical steps in planning and execution inevitably fosters learning. Furthermore, the researcher attributes these differences to additional factors integrated into the learning process, including the principle of gradual skill progression—progressing from simple to complex drills following teacher explanation and demonstration—coupled with continuous practice and the provision of feedback. Collectively, these factors enhanced female students' motivation and positively impacted the learning process.





In this context, Saber (2005, p. 60) points out that "diversity and innovation in employing physical education teaching methods are most appropriate for creating an atmosphere of suspense, excitement, and enjoyment for the learner, thereby achieving rapid learning and acquisition of sports movements and activities."

Jemez (2010, p. 28) notes that "the WebQuest strategy is a document prepared by the teacher to assist students in navigating and searching for information on a specific topic via the web. Moreover, it enables students to clearly understand what they are searching for through assigned tasks within this strategy, thereby supporting them to accomplish their work proficiently and rapidly."

Saadat (2022, p. 60) further mentions that the WebQuest strategy focuses on employing modern technology-based instructional methods such that the student becomes the center of the teaching-learning process and the focal point of educational activity, creating an active, effective, and more precise learning experience than traditional instruction reliant on rote memorization and recall. Al-Lami (2018, p. 68) emphasizes that adopting sound learning approaches through explanation, demonstration, and feedback provision increases students' motivation toward learning and encourages correct execution, which cannot be achieved through mere willingness and drive. The importance of feedback lies in learning and refining motor performance; such learning and refinement cannot occur without feedback. Thus, feedback serves as "the fundamental pillar supporting the learning of motor and cognitive performance, especially during early learning stages."

The researcher posits that displaying instructional clips depicting technical demonstrations of the fundamental skills under study—focusing on essential movement components and repeating observations multiple times—accelerates learning. In this regard, Abdul-Samie (2001, p. 131) affirms that "repeated observation at varying playback speeds and diversifying learning resources adds vitality and new dimensions to the learning process, enabling students to transition from a conventional learning atmosphere to one of excitement and engagement."

The researcher also attributes the development of visual imagery to the WebQuest strategy, as it assigns tasks that engage higher-order thinking skills and encourages learners to discover creative thinking capabilities away from rigid patterns of thought. As Al-Waqfi (2010, p. 497) indicates, "Visual imagery develops only within an atmosphere of intellectual flexibility and liberation from rigid templates and static images, as it is a mode of thinking that leads to discovering new ways to solve a problem." Hassan (2007, p. 18) adds that "visual imagery can be developed, taught, and learned if appropriate environmental conditions are provided to nurture visual thinking."

4. Conclusion and Recommendations

The researcher concludes that the integration of the WebQuest strategy into instructional units exerted a tangible positive impact on developing female students' visual imagery, as the inquiry-based environment assisted them in constructing accurate mental models of motor skills prior to execution. The study confirms that instruction combining visual feedback (via WebQuests) with motor execution accelerates the acquisition of passing and shooting skills compared to traditional methods lacking such cognitive stimulation. The WebQuest strategy effectively transformed the female student from a passive recipient into an active learner who seeks information, analyzes errors, and benchmarks her performance against model executions, thereby increasing shooting accuracy and passing effectiveness under game pressure. The research demonstrated that



utilizing educational multimedia (videos, web inquiry tasks) is not merely a technological luxury, but an instructional necessity for enhancing skill comprehension in futsal.

Based on these findings, the researcher recommends the following:

- Physical education teachers should adopt the WebQuest strategy as a complementary instructional approach to traditional units, given its vital role in enhancing cognitive skill comprehension.
- Special attention should be devoted to visual imagery exercises within instructional units, allocating dedicated class time to view analytical video clips that stimulate students to visualize ball trajectories and shooting angles before initiating practical execution.
- School physical education curricula should be updated to incorporate modern, technology-based teaching strategies, moving away from repetitive mechanical training methods.

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Appendix (1): Instructional Unit 1

- **School / Grade:** Fifth-Grade Literary Stream Female Students
- **Number of Students:** 40
- **Duration:** 45 minutes
- **Day & Date:** Sunday, February 22, 2026
- **Activity:** Futsal
- **Educational Objectives:**
 1. Instill a spirit of competition, fun, and joy among the students.
 2. Cultivate discipline and commitment among the students.
 3. Stimulate a competitive spirit among the students.
- **Instructional Objectives:**
 - Develop visual imagery and the fundamental skills of passing and shooting.



Table: Instructional Unit Plan

N o.	Section of the Instructional Unit	Duration	Behavioral Objectives	Activities & Motor Skills	Organization / Formation	Equipment & Tools	Remarks
1	Preparatory Section	15 min					
A	Introduction	3 min	Students adhere to lecture timing and assemble promptly on the court.	Equipment preparation; roll call; forming a single line and performing the athletic salute.	Single-line formation	—	Emphasize discipline and order.
B	General Warm-up	4 min	Students prepare their physiological systems and achieve physical readiness through performance.	Initial walking around the court, followed by jogging, general warm-up drills, and dynamic stretching exercises.	Court perimeter formation	Whistle	Perform exercises to achieve complete bodily warm-up.
C	Specific Warm-up	8 min	Students perform exercises correctly; execute physical exercises upon command; move arms while holding a gymnastics stick; raise legs forward.	• (Standing) Free jumping in place. • (Standing – stick held with arms in front of the body) Raise arms forward, upward, forward, then downward (4 counts). • (Standing – stride stance – hands on hips) Alternate lateral trunk twists (4 counts). • (Standing – hands on hips) Alternate forward leg raises (4 counts).	Group formation	Gymnastics sticks	Emphasize correct movement execution; provide error correction when needed.
2	Main Section	25 min					
A	Instructional Component	10 min	Students learn the passing and shooting skills; students learn how to develop visual imagery.	Review instructional units via the link: [https://drive.google.com/file/d/1-V3_Ly-hrzM4AajW7lRVR-xuWfoA-VZ7/view?usp=drivesdk] [https://drive.google.com/file/d/1-V3_Ly-hrzM4AajW7lRVR-xuWfoA-VZ7/view?usp=drivesdk] Refer to instructional unit link: Exercises (1, 2, 3).	Instructional group formation	Futsal balls	Provide cognitive guidance and visual feedback.





B	Applica tion Compo nent	15 min	Students master the skills; all students execute the motor skills.	Practical execution of instructional unit drills by the students.	Practice stations / Drill layout	Futsal balls	Correct students' technical errors; ensure active participati on of all students.
3	Conclud ing Section	5 min					
A	Lead-up Game (Minor Game)	3 min	Gamepla y proceeds with order; students compete with high sportsma nship.	Passing Over the Swedish Bench Game: A Swedish bench is placed in the center of the court. Students form a single file behind the bench to cross over it one after another while maintaining balance and avoiding being touched by the ball. Six students stand on the sides of the bench attempting to tag/hit the crossing students with the ball. Any student hit by the ball is eliminated, continuing until one student remains as the winner.	Game layout around the Swedish bench	Swedis h bench, handba ll	Encourag ement provided by the teacher and peers; emphasiz e not throwing the ball forcefully at classmate s.
B	Dismiss al	2 min	Students dismiss to their next class calmly and in an orderly fashion.	Line up in a single rank to conclude the instructional unit, followed by a calm and organized return to the classroom.	Single- line formatio n	Verbal comman d	Conclude the unit in honor of the winning team; monitor students and ensure calm, orderly walking.