



## Improving Students' Korfball Skills With In-Depth Content Knowledge

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# Improving Students' Korfball Skills with In-Depth Content Knowledge



FATİH DERVENT , M. LALE GÜLER  AND MÜFİDE YORUÇ ÇOTUK 



The world's only coed invasion game in which equal numbers of female and male players play on the same team took the stage as a demonstration sport at the 1920 Antwerp and 1928 Amsterdam Summer Olympic Games (Grasso et al., 2015). Although it has been more than a century since its inception, korfbal is not often taught in physical education lessons. Because one cannot teach what one does not know, one of the reasons why it is not commonly taught in physical education settings may be that teachers do not have meaningful content knowledge of korfbal.

Physical education teachers need to know the game rules, etiquette, safety, techniques and tactics of the sport to teach korfbal. This knowledge base is defined as common content knowledge (CCK), which refers to the knowledge that is needed to perform the sport, such as giving a pass, rebounding a ball, taking a distance shot, or moving to break free (Ward, 2009). Teachers need to have CCK because it constitutes the knowledge base for teaching. Teachers must also have specialized content knowledge (SCK), which is required to be able to teach the content (Ward, 2009). To teach the game rules, etiquette, safety, techniques and tactics of korfbal, physical education teachers must know how to select, design and represent instructional tasks and identify the errors that students make while performing those instructional tasks (Ward, 2009). Though CCK is exclusively gained through playing the sport, SCK can only be acquired by a special education, including SCK-focused physical activity and sports courses, professional development workshops, books or practitioner articles.

Korfbal meets several national standards and grade-level outcomes for K–12 physical education for middle school students (SHAPE America – Society of Health and Physical Educators, 2013). Korfbal can serve as a proper alternative while teaching components of invasion games, including passing and receiving (S1.M4, S1.M5), shooting on goal (S1.M10), offensive skills (S1.M6, S1.M7), transitions (S2.M6), creating space with movement (S2.M1), offensive tactics (S2.M2), using width and length (S2.M3), defensive skills (S1.M11), reducing space by changing size and shape (S2.M4), and using denial (S2.M5). In this article, we present educationally rich characteristics of korfbal and provide preservice and practicing physical education teachers with content knowledge (i.e., CCK and SCK) aligned with national grade-level outcomes for middle school students to teach korfbal effectively.

## Game Rules, Etiquette and Safety of Korfbal

*Korf* means “basket” in Dutch. Similar to basketball, the main objective of korfbal is to score points by shooting the ball through the basket (i.e., *korf*) within a 360° range (International Korfbal Federation, 2021). It is played on a 40×20 m court (i.e., larger than a basketball court) divided into two equal zones: attacking and defending. The teams consist of four females and four males. Only four players (two girls and two boys) are allowed to be in either the attacking or the defending zone. Korfbal is a collective sport that requires teamwork, and the rules ensure equality. Although similar rules exist for both sex, only players of the same sex are allowed to defend each other.

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One of the characteristics that makes korfbal unique is the defended rule (Gubby, 2016). Each player has a personal opponent (i.e., defender; Emmerik et al., n.d.). In an attack, players must break free from their defender to score because it is prohibited to score from a defended position. A player is not allowed to shoot when the attacking player is defended correctly, which happens when the defender is closer to the basket, facing the attacker, and actively blocking the shot. Players must move away from their personal defender to create shooting chances. The rules that prohibit advancing with the ball or handing the ball to a teammate make teamwork inevitable (Crum, 2003; Emmerik et al., n.d.). The chance to score can be created through passing.

To provide students with a better understanding of the game, game rules should be introduced incrementally. An ideal way to teach game rules is to relate them with the skills being taught. For example, when teaching passing, students are instructed not to run with the ball and not to hand the ball to a teammate. The defended rule should be coupled with shooting and reinforced with 1v1 defense.

There are no special sanctions if rules of etiquette are violated. However, teachers should emphasize etiquette and fair play (e.g., respecting opponents, focusing only on one's own performance and effort) to create a positive learning environment so students experience enjoyable, satisfying and successful physical education lessons (Kim et al., 2020; Launder & Piltz, 2013). In korfbal, shaking hands before the game starts, greeting the other team after the game ends, helping opponents up if they fall, and so on, are all examples of etiquette that korfbal players should adhere to. Fair korfbal players even wait for their personal defenders to stand up even if they have a chance to shoot for a goal.

Student safety is provided by the rules to some extent. It is prohibited to hinder an opponent excessively; to push, to cling to, or to hold off an opponent; and to play in a dangerous manner in korfbal. These rules are designed to protect players from uncontrolled physical contact. Also, physical education teachers should make sure their students do not wear any objects that might be considered dangerous, unless they are taped or fixed in a way that they are no longer dangerous. The first CCK component including knowledge of the primary game rules that define the fundamental characters of the game, etiquette and safety is presented in Table 1.

## Techniques and Tactics of Korfbal

The second component of CCK includes knowledge of techniques and tactics required to perform an activity, such as the critical elements of the basic skills (Ward, 2009). The basic techniques in korfbal are passing (i.e., throwing and catching) and shooting. Because shooting is prohibited when the player is being defended correctly, it is necessary to break free from the opponent. Dribbling is also prohibited. Thus, to create chances to score, players must move to get free (i.e., pass and move), which is a basic tactic in korfbal. The purpose of the defense is to prevent, disrupt or make the attack difficult.

Korfbal involves attacking and defending that a player cannot avoid one of those because players change ends and tasks after two goals (Crum, 2012; Emmerick et al., n.d.). That is, attackers become defenders and defenders become attackers. There are no designated specific positions, so each player plays every position according to the actions of the opponents and their teammates (Fransen et al., 2016). They must defend, attack, shoot and support their teammates,

**Table 1.**  
**Rules, Etiquette and Safety in Korfball**

<b>General rules</b>	<p>A korfball team consists of eight players: four girls and four boys. Teams are split into two divisions as attack and defense, each consisting of two girls and two boys.</p> <p>A match is played in two halves of 25 min of real playing time and each half is divided in two equal periods by a 1-min technical time-out.</p> <p>After every two goals, the players change their zones and roles. Attackers become defenders and defenders become attackers.</p> <p>Korfball is played by hand.</p> <p>Each player must defend their own sex. Players of the same sex can change defense in-game.</p> <p>Uncontrolled physical contact (i.e., a player gaining an unfair advantage over their opponent) is not allowed.</p>
<b>It is prohibited during the game</b>	<p>To run with the ball</p> <p>To solo play</p> <p>To shoot from a defended position</p> <p>To shoot after cutting past another attacker</p> <p>To hand the ball to another player on one's own team</p> <p>To hinder an opponent of the opposite sex in throwing the ball</p> <p>To handle the ball with the leg or foot</p> <p>To touch or hold the post</p> <p>To passively play (i.e., excessive passing aimed at delaying shooting chances or moving the ball into the attacking zone)</p> <p>To score from the defense zone of the attacking team or directly from a throw-off, out-of-bound ball, restart or free pass</p> <p>To hinder an opponent excessively. This happens if a player limits the free use of his body by blocking their arm instead of the ball; knocks, takes or runs the ball out of their hands; hits the throwing arm or beats the ball</p> <p>To push, cling to or hold off an opponent</p> <p>To play in a dangerous manner</p> <p>To play outside one's zone</p> <p>To exceed the allowed time limit (i.e., 25s) in the attack zone</p>
<b>Faults</b>	<p>A penalty is taken by the attacker who lost the free scoring chance. All other players must be at least 2.5 m from the post and the penalty spot.</p> <p>A free pass is taken inside the free pass area. All players must stand outside the free pass area, and the attacking players must be at a distance of at least 2.5 m from each other. The taker must pass the ball to a teammate.</p>
<b>Etiquette</b>	<p>Starting/finishing the game by greeting and shaking hands with the opponents</p> <p>Making positive comments (e.g., nice game) to the other team at the end of each match</p> <p>Being silent when the opponent takes a penalty shot</p>
<b>Safety</b>	<p>Wearing appropriate footwear</p> <p>Not wearing any objects that might be considered dangerous like rimless glasses, bracelets, necklaces, earrings, wristwatches and rings</p> <p>Having closely cut and smooth fingernails</p> <p>Not running into the korfball post or holding it if it is not fixed into the floor</p> <p>Avoiding playing in a way that is dangerous to another player</p> <p>Playing on a slippery court</p>

which requires multiple capabilities. [Table 2](#) presents the critical elements of korfball techniques and tactics and video links.

## Student Errors and Corrections to Teach Korfball

Knowing common errors that students make while performing techniques and tactics is a component of SCK (Ward, 2009). Student errors might originate from various sources such as teachers' use of

language (e.g., terms, explanations and definitions), students' lack of understanding regarding how to use strategies and skills in the game or inappropriateness of the instructional task (i.e., the task is too difficult for the student to successfully execute) that do not match the ability and readiness of the students (Derwent et al., 2018; Hare & Graber, 2000).

To teach students what they are expected to perform, teachers first need to detect student errors. It is thus essential to know the critical elements of techniques and tactics. Teachers need to prioritize the errors to correct initially. Imagine a student performing a running-in

**Table 2.**  
**Critical Elements of Korfball Techniques and Tactics**

<b>Techniques/Tactics</b>	<b>Critical Elements</b>
<b>Passing (throwing and catching)</b>	<p>Two-handed (throwing)</p> <p>Spread your legs apart a little wider than shoulder-width and bend your knees slightly, with your body weight on the back leg.</p> <p>Bend your arms and hold the ball in front of your chest.</p> <p>Stretch the arms, shifting your body weight to the front leg.</p> <p>Before stretching your arms completely, throw the ball and push forward with your wrists.</p> <p>With palms facing out, stretch your arms and fingers point in the direction of the ball.</p> <p>One-handed (throwing with right hand)</p> <p>Spread your legs slightly with the left foot forward, bending the knees slightly.</p> <p>Bring the ball next to and behind your head, turning your right shoulder backwards. Your body weight should be on your back leg.</p> <p>Bring your right arm forward. At the same time, your right shoulder and body should move forward.</p> <p>Shift your body weight from the back leg to the front leg. Extend your arm forward and push the ball with your fingers and by moving your wrist.</p> <p>Stretch your arm and fingers and point in the direction of the throwing ball.</p> <p>Two-handed (catching)</p> <p>Spread your legs slightly with one foot forward, bending the knees slightly.</p> <p>Extend your arms toward the approaching ball, keeping your hands open and turning your body toward the ball.</p> <p>As soon as the ball contacts your hand, bring it toward the body, bending your arm.</p> <p>Spread your fingers out around the sides of the ball, without the palm touching the ball.</p> <p>One-handed (catching with right hand)</p> <p>Spread your legs slightly with your left foot forward, bending your knees slightly. With your elbow at shoulder level, bend your arm 90°.</p> <p>Hold your right hand next to your head with your fingers spread out. Your body weight should be on the leg front.</p> <p>When the ball touches your hand, pull your arm back to slow the ball's speed, shifting your body weight to your back leg.</p>
<b>Distance shot (long shot)</b>	<p>Spread your legs a little wider than shoulder-width and bend your knees slightly. Lean your upper body slightly forward.</p> <p>Hold the ball at chin level with both hands, bending your elbows, and spread your fingers out around the sides of the ball in a relaxed manner.</p> <p>Look over the ball toward the basket.</p> <p>Bend your knees further and push your body upwards, rising from your toes, and shoot the ball toward the basket, stretching your arms in the direction of the basket.</p> <p>Point your fingers in the direction of the ball with your arms stretched out.</p>
<b>Assist</b>	<p>Stand with your back facing the pole in the appropriate assist position.</p> <p>Receive the ball as soon as you take your position.</p> <p>Bring the ball above your head, holding it with both hands.</p> <p>Communicate with your running teammate, making eye contact.</p> <p>Quickly pass the ball from above the head, giving power and direction from the wrists and fingers, to a teammate.</p> <p>Pass the ball at the right speed at the right time to a teammate who is closer to the post and breaks free from the defender.</p> <p>Run from the basket to an empty space while your teammate is shooting.</p> <p>Take a rebound position if there is no player to rebound from your own team.</p> <p>If front defended, run out of the post area and get into an assist position again or change the attack role.</p>
<b>Penalty</b>	<p>Stand with your left leg just behind the penalty line and place your right foot behind your left foot.</p> <p>Bend your arms slightly and keep the ball at waist level.</p> <p>Jump toward the basket by bending your right knee and pulling upwards and using power from the left foot.</p> <p>While pulling your right knee up, simultaneously raise your arms up toward the basket.</p> <p>When the ball is brought as close to the basket as possible, stretch your arms and release the ball into the basket at the last moment.</p> <p>Point your fingers in the direction of the ball with your arms stretched out.</p>

**Table 2.  
(Continued)**

Techniques/Tactics	Critical Elements
<b>Running-in shot</b>	<p>Run in a straight line toward the basket after passing the defense.</p> <p>Reach toward the ball, bending your arms slightly, and catch the ball with both hands at the level of the abdomen with your arms slightly bent and one foot in the air.</p> <p>Gain height while taking the second step by an active knee push upwards.</p> <p>Extend your arms up while jumping and bringing the ball closer to the basket and release the ball into the basket at the closest distance to the basket.</p> <p>Point your fingers in the direction of the ball with your arms stretched out.</p> <p>Land on your non-take-off leg or the take-off leg.</p>
<b>V-shot</b>	<p>Run straight forward and make a sudden stop with your left foot first if you go to the right side or your right foot first if you go to the left side.</p> <p>First cross your left leg over your right leg and catch the ball. While catching the ball, jump sideways and land first on your left leg followed by your right leg slightly angled behind.</p> <p>In the meantime, keep your body facing the basket with your arms bent and the ball at chin level.</p> <p>Pull your left knee up while stepping back with your right foot. Maintain balance by hanging your left leg in the air.</p> <p>Shoot the ball toward the basket by stretching your arms in the direction of the basket.</p> <p>Point your fingers in the direction of the ball with your arms stretched out.</p>
<b>Rebound</b>	<p>Take an advantageous position by getting ahead of the defensive player.</p> <p>Always watch the ball.</p> <p>Bounce toward the ball at the right time.</p> <p>At the same time, reach up toward the spinning ball with your arms.</p> <p>Catch the ball at the highest point possible.</p> <p>Take control of the ball by bringing it closer to your body.</p> <p>Take position for the next action (passing or shooting).</p>
<b>Offense</b> <b>4-0 pattern</b> <b>3-1 pattern</b> <b>2-2 pattern</b>	<p>Keep the defenders busy using deception and fakes to create space and to enable them to see and intercept the ball.</p> <p>Try to pass the ball to a teammate whose defender has their back to the ball and the post.</p> <p>Keep your eyes on the ball until it is caught and catch the ball with your fingers.</p> <p>After catching the ball, bring it directly into position for the shot or another pass and always have in mind the possibility of shooting when you receive a pass.</p> <p>Change direction sharply by varying running tempo to make it difficult for defenders to follow you.</p> <p>Always have in mind the positions of the ball, the basket, your teammates and defenders.</p> <p>Depending on the game pattern being played, rotate the roles in the attack zone quickly to create problems for the defensive organization.</p> <p>Use overhead passes with one hand for longer distances and use two-handed overhead passes for closer distances. Use a chest pass when there is no defender in front of you.</p>
<b>Defense (1v1)</b>	<p>Spread your legs slightly wider than shoulder-width.</p> <p>Bend your knees slightly and keep your body facing the attacking player.</p> <p>Keep your body balanced by opening your arms to both sides.</p> <p>When the opponent catches the ball, turn your face toward them and hold your hand in the air within arm's length (as if you will block the ball).</p> <p>Stand on both feet between the basket and the player.</p> <p>Pressure the attacker not to take the ball when the ball first enters the attack zone.</p> <p>Form a triangle between the ball and the personal offensive player. If the opponent has the ball, get into this triangle and get a closer defensive position. If your opponent does not have the ball, give some space to block the passing lanes.</p> <p>Watch the ball as it is thrown toward the basket and take position for the rebound.</p> <p>If you miss the player you are defending, run toward the other opponent of the same sex.</p> <p>Be aware of changing roles of attack and shift from action to reaction according to the personal offensive player's role.</p>

Instructional videos for the techniques and tactics described above can be found from the International Korfball Federation ([https://www.youtube.com/results?search\\_query=ikf+instructional+videos](https://www.youtube.com/results?search_query=ikf+instructional+videos)) and Marmara Korfball (<https://www.youtube.com/channel/UCwavuS762nNU18LCnsNfb1Q/playlists>) YouTube channels.

shot, jumping without moving their knee upwards, and releasing the ball without extending their arms up. In this case, the first error to correct should be an active knee push upwards, and then the teacher should focus on arms. Second, teachers can use verbal (e.g., cues, feedback, analogies) or visual (e.g., demonstrations, videos, apps) representations for error correction. For example, a teacher might say, “Knee up” (i.e., cue) or “Imagine a magnet at the top of the korf and the iron ball in your hand is attracted to it” (i.e., analogy). The teacher might also use a skill analysis app via a smart device to enable students to compare their actual performance against the desired performance (Ward et al., 2021). If the error is still present, the teacher needs to adjust the complexity of the instructional task to match the students’

developmental level (e.g., going back to a previously used task such as practice running-in shot without a ball using PolySpots for balanced stepping). Table 3 shows examples of common student errors, corrections, instructional tasks and representations.

## Instructional Tasks and Representations to Teach Korfball

Although necessary, detecting student errors remains incomplete without incorporating the remaining components of SCK, which is knowledge of instructional tasks and representations.

**Table 3.**  
**Examples of Instructional Tasks, Common Errors and Corrections for Teaching Korfball**

Techniques and Tactics	Purpose	Instructional Task Descriptions	Common Errors and Corrections
Passing	To improve students' ball handling skills in throwing and catching the ball. Equipment: Korfballs, rope, marking cones, bibs.	Practice the movements using both hands separately. Throw the ball and catch it on your own. Throw the ball into the air with one hand (alternate hands) and catch it with both hands. Pass on the wall. Throw the ball to the target marked on the wall with one hand (alternate hands) and catch it with both hands. Pass with your partner. Throw the ball to your partner and catch the ball thrown by your partner with both hands (first stationary and then add movement). Pass with the team. Have students pass and move using all passing techniques (4v0). Pass only game. Add additional defender(s) when students improve (4v1, 4v2, 4v3 or 4v4). First, start with passive defense. Then, progress to active and competitive defense (PAC).	Error. The arm does not reach behind the head. Correction. The student stands in front of the net/wall with their back facing the wall. The player raises their arm, touching the net/wall, and throws the ball. Cue. Reach back. Error. The arm does not follow through when the student passes the ball. Correction. A rope is stretched at shoulder level in front of the student at arm's length. Ask the student to touch the rope with their hand while throwing the ball. Cue. Stretch out (your arms). Error. The student overextends their arm to the side. Correction. Have the student stand next to the wall/net. Because their passing hand is next to the wall, they are in an appropriate passing position. Cue. Similar to the letter L.
Distance shot	To ensure that students can shoot to the basket with the right technique and from different directions and distances. Equipment: Korf, korfballs, rope, or pole, marker cones, bibs, chalk.	Shoot from different directions and distances. Turn around the post and shoot. When a partner passes you under the basket, shoot from the specified distance and go on shooting after sliding two to three steps sideways. Shoot from different distances. Go to marked points at different distances around the basket and shoot. Pass with your partner and shoot. Throw the ball to your partner, run to a different spot, and shoot the ball with the pass coming from your partner into the basket. Pass and shoot with the team. Have students pass, move and shoot using all passing techniques (4v1; PAC). Include an additional defender 4v2.	Error. The student does not bend their knees enough and get power from the legs. Correction: Ask the student to touch the ball on the floor by crouching and then bring the ball to the chest and shoot by getting power from the legs. Use a chair or a bench if available. Cue. Think of jumping on a trampoline. Once your feet touch the floor, bend your knees and then jump right away. Error. Arms are not stretched up. Correction. Have the student stand arm's length from the wall. Chalk up one side of the ball. The student makes sure that her/his hands are in the marked area when she/he shoots. Cue. Stretch your arms.

**Table 3.  
(Continued)**

Techniques and Tactics	Purpose	Instructional Task Descriptions	Common Errors and Corrections
Penalty	<p>To improve the skill of shooting by standing steadily at a certain distance.</p> <p>Equipment: Korf, korfballs, rope, marker cones, chalk.</p>	<p>Shoot by using the legs, arms and hands in a fluid and sequential movement.</p> <p>Go around and shoot an imaginary shot. When the signal is given, the player immediately gets into a shooting position and takes an imaginary penalty shot.</p> <p>Shoot the ball toward the sign on the wall. The student stands on the penalty shooting distance in front of the wall with a sign on. Throw the ball toward the sign with a penalty shot.</p> <p>Take a penalty shot to the korf. The student stands on the penalty spot in front of the basket. Take a penalty shot to the basket.</p>	<p>Error. The student shoots standing with two legs side by side.</p> <p>Correction. A foot figure is drawn to the point where the student will shoot. The student places the supporting leg forward, with the other foot behind, and takes the penalty shot.</p> <p>Cue. Imagine you are a stork standing on one foot.</p> <p>Error. The student does not bend the knee and pull upwards.</p> <p>Correction. Use a rope and have the student touch it with their knee while moving their knee upwards. Pair students and have them inform their partners if they touch the rope with the knee.</p> <p>Cue. High knee.</p> <p>Error. Throws the ball into the basket with one hand.</p> <p>Correction. The student crouches by putting a knee on the floor. In front of the player, their partner stands with arms extended. The student stretches the ball with both hands from the bottom up to the hands of their partner and touches them with the ball.</p> <p>Cue. Like you are putting a heavy box on the top shelf.</p>
Assist	<p>To ensure that the student takes an appropriate position in front of the basket and gives the appropriate pass so that their teammates can shoot according to their situation in the game.</p> <p>Equipment: Korfs, korfballs, marker cones, bibs.</p>	<p>Give the right pass to the right player in the appropriate position, keeping a good watch on your teammates and defenders.</p> <p>Pass according to the movement of your partner. Get into the assist position in front of the basket. Your partner moves to the right, left or forward. Pass according to the direction your partner moves.</p> <p>Pass for the running-in shot. Take the assist position. Pass the ball when the student starts a running-in shot.</p> <p>Pass the ball to the student standing far away from the post. Take the assist position. Two students pass to each other and with you. One of the students gives the pass to you and starts a running-in shot movement but throws the ball to the student standing from a distance and throws a V-shot.</p>	<p>Error. The student cannot break free from the defense.</p> <p>Correction. When the student who assists is front defended by their personal opponent, they run out of the basket area and change place and then return to get into the assist position again. Use colored marking cones so the student changes running paths each time.</p> <p>Error. The passer and the receiver do not communicate.</p> <p>Correction. Have students call their friends' names. Encourage students to find their own way of communication (e.g., whistle, clap, or blink).</p> <p>Cue. Communicate.</p> <p>Error. The student does not make the appropriate pass to the teammate at the right time.</p> <p>Correction. Practice passing for a running-in shot and distance shot separately. Have students reflect on differences in pass timing between the two shots.</p> <p>Cue. At the right time!</p>

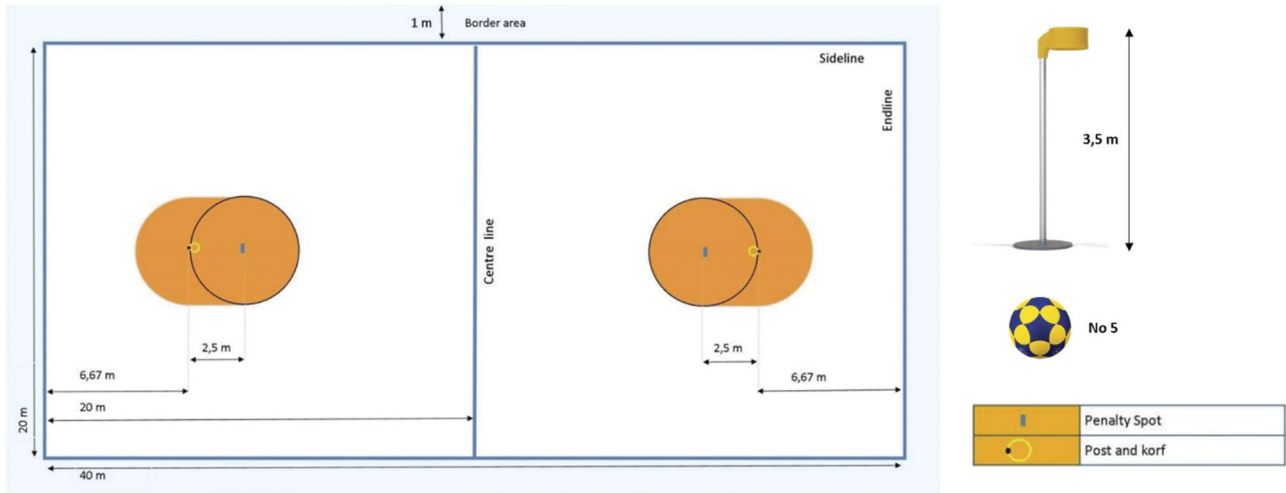
**Table 3.**  
**(Continued)**

<b>Techniques and Tactics</b>	<b>Purpose</b>	<b>Instructional Task Descriptions</b>	<b>Common Errors and Corrections</b>
Running-in shot	<p>After breaking free of the defense, running quickly and taking the right step with the pass given to make them shoot.</p> <p>Equipment. Basket post, korfballs, cloth or paper, tape, marking cones.</p>	<p>Take running-in shots from a fixed position (from one direction) and while moving (from different directions and with different assists).</p> <p>Catch the pass from the assist and take the running-in shot. Run and catch the ball given by the assist, standing in front of the basket, and score with a running-in shot.</p> <p>Pass with your partner and take the running-in shot. The assisting player stands in front of the basket and the partner stands next to them. Pass with the partner while moving. When the partner passes to the assisting player, run toward the basket and catch the ball and take the running-in shot.</p> <p>Four students for one running-in shot. Each student stands on one of the four sides of the basket. The ball is passed from one to another. With the sign, run toward the basket, catch the pass from the student who has the ball and take the running-in shot.</p> <p>Running-in shot—only game. Students can only score from running-in shots in this 4v2 game (PAC).</p>	<p>Error. The student does not pull their knee up while jumping.</p> <p>Correction. The student stands sideways to the wall with their taking-off leg on the wall side. A line is drawn to the level where the student pulls their knee up on the wall. The student pulls their knee up to this line and takes the running-in shot.</p> <p>Cue. High knees. Like taking a penalty.</p> <p>Error. The student throws the ball without stretching their arms up completely.</p> <p>Correction. A mark (paper, cloth, ball, etc.) is placed at the distance where the student stretches their arms by jumping. The student makes the movement and touches the marked point with the ball before shooting.</p> <p>Cue. Reach toward the sky with your hands.</p>
V-shot	<p>To improve students' distance shooting skills by moving sideways and backwards to break free from defense.</p> <p>Equipment. Basket post, korfballs, floor mark, marking cones, bibs.</p>	<p>To break free from the defense, first run straight forward and then stop suddenly and quickly step right or left and shoot as soon as you step backwards.</p> <p>Catch the ball from an assist and make a V-shot. Run forward to the basket and catch the incoming ball and shoot while quickly stepping right or left back diagonally.</p> <p>Shoot by breaking free from the defense. Perform the same task against a defender. Break free from defense and shoot.</p> <p>Pass with your partner, break free from the defense and shoot. Pass with your partner, paying attention to the defenders. Pass the assist player in between. After a few passes, run in and out and break free from your defender and make a V-shot.</p> <p>V-shot-only game. Students can only score with V-shots in this 2v2 game (PAC). Use the same rules in a 4v4 game.</p>	<p>Error. Move without faking the defensive player.</p> <p>Correction. A pole is placed in front of the student. The player passes with a teammate and at the right time they first touch the pole and then shoot by making a V-shot move.</p> <p>Cue. Lose your defender.</p> <p>Error. The student only steps sideways.</p> <p>Correction. Draw marks (e.g., arrow) on the floor to show the appropriate movement patterns.</p> <p>Cue. Like taking dance steps.</p> <p>Error. The student does not face the korf while shooting.</p> <p>Correction. One of the partners stands right next to the pole and video records (i.e., iPad) their friend. Ask the shooter to see their face on the screen. Use a mirror if an iPad is not available.</p> <p>Cue. Face toward the sun (korf).</p>

**Table 3.  
(Continued)**

Techniques and Tactics	Purpose	Instructional Task Descriptions	Common Errors and Corrections
Defense (1v1)	Improving the defensive action against the opponent to prevent offense or prevent them from attacking effectively. Equipment: Korf, korfballs, rope, marking cones, bibs.	Practice the movements using both hands separately. Follow your opponent like a shadow. The student in the attack moves in any direction they want. Follow them like a shadow. Follow and defend when they get the ball. The offensive student passes with an assist standing in front of the basket. Keep the attacking student in front of you and follow constantly. When the ball comes to the attack player from the assist, get into a closer position for the defense and prevent them from shooting. Defend in any case. In this 2v1 game, the defender defends only one offensive player in all cases such as when they pass, assist and take rebounds. Add players to both teams (4v2, 4v4).	Error. The defender stands too far away from or too close to the offensive player. Correction. The student holds a 2-m pole with a teammate with one hand. The offensive student moves as they wish, and the defensive player follows them, making the same movements by keeping the pole still. Cue. Be like a shadow. Error. The defender does not make a defensive action against the offensive player holding the ball. Correction. An attacker stands in front of the defending student. There is also an assist behind. The assist passes with the attacker. When the attacking player takes the ball, the defender defends them, and when the ball goes to the assist, the defender just stands ready in front of them. Cue. The ball is the magnet. Your hands are attracted by it.
Rebound	To improve students' skill in catching the ball thrown into the basket by taking a rebound position around the pole. Equipment: Basket post, korfballs, marking cones.	Get into position around the post, keep your defense behind you, watch the ball and catch it. Watch the ball and catch it. Take the rebound position. One student shoots from outside of the korf area. Move according to the ball and try to catch the ball in the air. Catch before the defender. Get into the rebound position with a defender. The student who will shoot passes with the assist player standing in front of the basket first, and when they shoot to the basket try to catch the ball before the defender. Move on the rebound. Take the rebound position while three students are around the basket. Each of them has a defense. The students who are outside the korf area pass to each other and as soon as one of them switches to the rebound position, they shoot from the distance. The student on the rebound tries to catch the ball. Distance shot—only game. In this 4v4 game, students can only score with distance shots (PAC). Additional points are awarded for each rebound.	Error. The student does not follow the ball. Correction. One of the students takes the rebound position. The other three students are around the basket to shoot. Each has a ball. As soon as the student on the rebound gets the rebound by following the shooter's ball, they immediately turn and wait for the next shot. Cue. Like a tiger follows its prey. Error. Remains still despite being blocked on rebound by the defense. Correction. The student takes a rebound position with the defense. When the player is blocked by the defense, they run out of the post and start to pass with their teammates. Then they get into a rebound position again. Cue. Focus on the flow of the game.

Note. P = passive, A = active, C = competitive.



**Figure 1.**  
**Korfball playing area and equipment**  
*From International Korfball Federation (2021, p. 4).*

Examples of complete SCK are identifying that a student over-extends their arm and leans to the side while one-handed passing (i.e., students' error), having the student pass right next to a wall/net (i.e., instructional tasks), and restating the critical elements of the technique using an analogy such as "Think of the Statue of Liberty and remember how she stands upright" (i.e., representations).

The teacher's ability to adapt instruction to meet different students' needs depends on how deep their SCK is. In-depth SCK is reflected in a broad teaching repertoire from which teachers make

instructional and pedagogical decisions to make the content understandable and doable (Iserbyt et al., 2020). Selecting developmentally appropriate techniques and tactics and adjusting them, when necessary, is important for students to successfully play korfball in physical education lessons.

Korfball is different from many other invasion games (e.g., football, basketball, handball and soccer). Players are not allowed to move with the ball, so solo play (e.g., dribbling down to court and shooting) does not help create the chance to score. Therefore, passing should be the first skill taught to students. Because off-the-ball



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movement is the most important offensive tactic in korfbal, moving to break free should be introduced along with passing.

Teachers may start teaching with a progression of (1) shadow pass, (2) ball handling, (3) partner passing, (4) 4v0 pass and move game, (5) 3v1 passing game, and (6) 4v4 passing-only game. Students should be given the freedom to choose any passing technique (e.g., two-handed or one-handed) they are comfortable with. Different types of balls (e.g., lighter, softer or smaller) should also be available. Tasks can be extended by changing the distance between pairs, adding movement to stationary passing, reducing court dimensions, changing defense from passive to active, and adding a korf to pass-only games so students understand the 360° range of attacking actions. Once students begin to improve their passing skills both technically and tactically, teachers should combine shooting with passing in their instructional progressions. We suggest starting with teaching distance shooting because there are fewer demanding critical elements to perform. A distance shot is performed stationary, whereas all other shooting techniques must be performed with movement. Then, penalty and running-in shots can be taught. A V-shot, which is performed by moving away from the defender while receiving an assist, should be introduced later on. When students have sufficient practice with shooting, 1v1 defense and rebound can be presented.

Korfbal inherently provides a sex-equitable learning atmosphere. Nevertheless, teachers should be aware of preconceptions (e.g., biological determinism) such as girls are less skilled or less competent than boys. To provide each student with a fair

opportunity to learn and enjoy korfbal, teachers can apply some rules including but not limited to alternate passing between sexes (e.g., boys pass to girls and vice versa) and taking turns at penalty shots. When the number of students is not equal in terms of sex, teachers might match up girls and boys with relatively similar physical qualities.




What students understand about content is based on how it is verbally and visually presented to them. It is necessary to use short and clear explanations and present the content with incremental steps (Ward & Lehwald, 2018). To make tasks apprehensible to students, teachers should enhance their descriptions using analogies (e.g., when you try to get a rebound, make sure you extend your arms like you are holding a championship cup), cues (e.g., watch the korf above the ball) to draw students attention to a particular element of a technique or tactic, and specific congruent feedback (e.g., excellent quick and powerful side step — that is how you pull away from the opponent) to inform a student about their performance. In terms of visual representations, teachers should provide an accurate demonstration of the techniques either using video clips, pictures, task cards or digital technology such as apps (Hudl Technique, n.d.) and software (Dartfish, n.d.; Kinovea, n.d.). Demonstrations should be complete, covering what students are expected to perform (Ward & Lehwald, 2018). Questioning is a great strategy to make content more meaningful to students. For example; when teaching off-the-ball movement, questions such as “Who has the most space?” “What did you do to break free from your defender?” and “You ran to this space.

Why? Did it help you to get away from your defender?” underline what is being learned. Another strategy to emphasize a particular element of the performance might be using different scoring systems. Teachers can freeze the play at any given time and award points to the attackers who are free from their defenders.

## Conclusion

SHAPE America (2017, p. 1) stated that “Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.” In this article, we endeavored to provide preservice and practicing physical education teachers with content knowledge (i.e., both CCK and SCK) to teach korfbal effectively. We believe this article will serve as a practical educational source for teachers who are willing to present meaningful learning opportunities to their students in which they acquire knowledge, skills and confidence to enjoy lifelong participation in korfbal. Because korfbal is not a popular sport in the United States, we hope this article makes a small contribution to future efforts promoting korfbal in physical education lessons.

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