

Volleyball

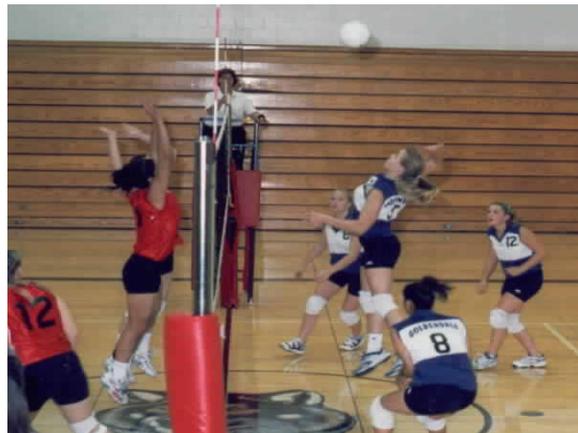
~Table of Contents~

by: Brad Fahlenkamp

and

Justin Stubben

- Course Syllabus
- Block Plan
- Lesson Plans
- Assessment Plan
- Task Cards
- Skill Charts
- Resources





**<Insert Name> High School
Physical Education Program
Volleyball Syllabus**



Instructor Information:

Name: <Insert Teacher's Name>

Phone: (999)999-9999

Email: <Insert e-mail>

Feel free to contact me any time by telephone or through e-mail.

Course Description:

You will be given the opportunity to learn the game of volleyball, from the rules of competitive volleyball, to a tournament on the last few days of the unit. Throughout the unit you will be involved in game like situations that will prepare you for the tournament. You are expected to participate in all activities for this unit with a positive attitude. This course will keep you active and will teach you the skills needed to become a volleyball player.

Course Rationale:

This unit is a part of our curriculum because it will allow us to use skills we have previously learned and skills we will develop throughout the unit to participate in the game of volleyball. The unit is also important because it will teach life skills that we use in everyday life including teamwork, goal setting, and hard work.

Learning Outcomes:

By the end of this unit you will be able to demonstrate the essential skills needed to play a game of volleyball. These include the following.

- Forward bump pass
- Set
- Hit (spike)
- Serve (overhand and underhand)
- Scoring and rotation
- Digging
- Blocking
- Team play
- Tournament

Protocol:

- When I say “Stop” I want you to stop, put equipment down, and put your eyes on me. “Go” follow my directions.
- When I say “group space” walk over and stand in a semi-circle around me.

Class Rules:

- Respect fellow classmates and demonstrate good sportsmanship!
- Perform activity as instructed by the teacher!
- Everyone gives their best effort everyday!
- If off-task you will be warned then disciplined.

Grading:

Grading for this course is described below:

Attendance (2 points per day of class)	60 points
Skills test #1	10 points
Skills test #2	10 points
Skills test #3	10 points
Written test #4	10 points
Skills test #5	20 points
<hr/>	
TOTAL	120 points

Grading Scale

Grade	Points
A	112 and up
A-	108-112
B+	106-108
B	101-106
B-	96-101
C+	94-96
C	86-94
C-	84-86
D+	82-84
D	74-82
D-	72-74
F	Below 7

Questions or Concerns: Feel free to email me or call my office if you have any questions or concerns about this unit.

To be considered in attendance, the student is expected to:

- dress appropriately for the activity
- be in class on time and participate until the class is officially ended
- participate productively the entire class period
- listen and follow instructions





(Insert School Name)
Physical Education Program
Volleyball Unit Parent Letter

Dear Parent/Guardian:

In our physical education program your child will be learning the skills needed to play volleyball. These skills include:

- Forward bump pass
- Set
- Hit (spike)
- Serve (overhand and underhand)
- Scoring and rotation
- Digging
- Blocking
- Team play

Course Description:

Students will be given the opportunity to learn the game of volleyball, from the rules of competitive volleyball, to a tournament on the last few days of the unit. Throughout the unit students will be involved in game like situations that will prepare them for the tournament. Students are expected to participate in all activities for this unit with a positive attitude. This course will keep students active and will teach them the skills needed to become competent volleyball players.

How students will be graded:

Attendance: Attendance is worth 2 points everyday in my class. To earn the two points the student must dress appropriately for the activity, be in class on time and participate until the class is officially ended, participate productively the entire class period, and listen and follow instructions.

Comprehensive Written Test: At the conclusion of the volleyball unit there will be a written test. This test will be short answer and will test the students' knowledge about basic volleyball skills and rules. This test cannot be made up unless there is an excused absence.

Skill Assessments: Four times through the quarter the student will be graded on their skills. There will be a skills test at the end of a topic and the students will be graded on how skillful they are. There will also be a skills test at the end during the tournament on all around performance. I will assess all of the skills tests myself.

(Insert School Name)
Physical Education Program
Volleyball Unit Parent Letter

I/We understand what is being asked of our child and what is expected of him/her.

Student Name _____ **Class Period** _____

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

Please list any medical problems that I need to be aware of:

Return this form by *<insert date>* to receive 2 bonus points.

<p>1. Introduction to Volleyball. Introduction of teacher, roll, syllabus, rules, protocol, and conclusion.</p>	<p>2. Passing Base position and forearm pass</p>	<p>3. Passing Base position and forearm pass to a target Task Cards: Bump Pass</p>	<p>4. Passing and Setting Passing with a partner and setting.</p>	<p>5. Passing Base position and forearm pass to the setter Accurately pass the volleyball</p>	<p>6. Passing and Setting Passing to a setter and setting to a target Successfully pass and set the ball. Assessment: Bump Pass</p>
<p>7. Moving pass to setter Pass volleyball that you have to chase down. Successfully pursue and pass a ball to the setter. Task Cards: Setting</p>	<p>8. Moving Pass Pass a volleyball that is thrown in the air that is tough to get. Successfully pursue and pass a ball to the setter. Assessment: Setting</p>	<p>9. Footwork for the hitter Hitter uses correct footwork on the approach. Successfully approaches the volleyball.</p>	<p>10. Arm work for the hitter Hitter uses correct swing to hit the ball Successfully uses correct technique to hit the volleyball</p>	<p>11. Hitting Using correct footwork and arm work Assessment: Hitting</p>	<p>12. Hitting and setting Using a set and hitting the volleyball</p>
<p>13. Bump, Set, and Hit bumping, setting, and hitting</p>	<p>14. Bump, Set, and Hit bumping, setting, and hitting</p>	<p>15. Bump, Set, and Hit bumping, setting, and hitting</p>	<p>16. Transition from offense to Defense Positioning from Offense to Defense</p>	<p>17. Transition from offense to Defense Positioning from Offense to Defense</p>	<p>18. Serving Using a underhand and overhand serve</p>
<p>19. Serving Using a underhand and overhand serve</p>	<p>20. Receiving the Serve <i>Focus:</i> bumping the ball off the serve</p>	<p>21. Scoring and rotation Rally scoring and correct rotation</p>	<p>22. Defending against a hit Digging a fast moving ball</p>	<p>23. Defending against a hit Digging a fast moving ball</p>	<p>24. Blocking Preventing the spike Successfully block the volleyball</p>
<p>25. Blocking Preventing the spike Successfully block the volleyball</p>	<p>26. Team play Successfully work off serve but no score</p>	<p>27. Team play Successfully work off serve but no score Assessment: Game Performance</p>	<p>28. Team play Successfully work off serve but no score</p>	<p>29. Team play Successfully play volleyball Tournament</p>	<p>30. Team play Successfully play volleyball Tournament</p>

Volleyball Lesson Plan Day 1

- Teacher Introduction
 - Hi my name is _____ I grew up in a small town called Goldendale, WA I participated in many sports throughout my high school career. I graduated from Central Washington University with a degree in Physical Education and Health. I'm married and I do not have any kids. I love to keep active by going on hikes, playing sports, and riding my bike.

- Roll
 - When I call out your name I would appreciate if you would raise your hand and say here.

- Syllabus (see attached)
 - This is the syllabus we will use for this class. It has all the information you need concerning grades, how to get a hold of me, and the topics we will cover in this class. Make sure you read the syllabus before next class begins

- Rules
 - The rules for this class are on the syllabus. I'm going to really enforce the rules I've made especially the rule of not being a bully. I have no tolerance for bullies and they will be disciplined. Other rules are:
 - Respect fellow classmates and demonstrate good sportsmanship!
 - Perform activity as instructed by the teacher!
 - Everyone gives their best effort everyday!
 - If off-task you will be warned then disciplined.

- Protocol
 - The following protocol will be followed in my classroom
 - "Stop" for stop, equipment down, eyes on teacher.
 - "Go" follow directions given by teacher.
 - "Huddle up" walk over and stand in a semi-circle around the teacher.

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the forearm pass from a playable toss by using the correct technique.

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 15 volleyballs
- 2 15 trainer volleyballs

<p>Informing Task: When I say go I want you to get in self space inside the three point line on the basketball court and watch me. Demonstrate ready position. Demonstrate moving to the ball. Demonstrate proper hand and arm position. Demonstrate pushing the ball to the target. Go!!!</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have open room in the gym so class can gather around you and you can have them move around to where you point. • Demonstrate ready position. • Remind students to use their legs 	<ul style="list-style-type: none"> • When I say ready position get in ready position. • When I point a certain direction I want you to take a step and a hop and then push the volleyball to your target. We are just pretending right now there is no ball. Have the students say what they are doing. Step-Hop-Push. 	<ul style="list-style-type: none"> • Ready position • Moving to the ball • Proper hand and arm position • Push ball to target 	<ul style="list-style-type: none"> • Can you move and say Step-Hop-Push 3 times in a row.
<p>Informing Task: When I say go I want you to get a partner and begin passing the volleyball to your partner while your partner is tossing the volleyball to you. Demonstrate!!! I would like each person to take 10 hits each and then switch. Go!!!</p>			
<ul style="list-style-type: none"> • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Walk around the gym giving feedback to all the students. • If their arms are sore or 	<ul style="list-style-type: none"> • Partner tosses volleyball and other partner passes back to the tosser. Do this 10 times each then switch tossers. 	<ul style="list-style-type: none"> • Ready position • Moving to the ball • Proper hand and arm position • Push ball to target 	<ul style="list-style-type: none"> • Can you be in ready position 3 out of 4 times? • Can you pass the volleyball back to your partner 3 times in a row?

the ball is not going where they want, they may be swinging at the ball.			
Closure/Assessment: <ul style="list-style-type: none">• I want you to show me how to correctly execute a bump pass without the volleyball.• What are four cues that we used today?<ul style="list-style-type: none">“Athletic stance”“Flat platform”“Use your legs”“Hand Position”“Moving to the ball”			

Physical Education Program
Volleyball: “Setting up and a pass”
Lesson Plan #2

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the forearm pass from a playable toss by using the correct technique.

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 15 volleyballs
- 2 15 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Singles Bump:* This activity is intended to warm up the students' forearms for the practice in using the forearm pass. Each student will go to 1 of the 4 hula hoops you have around the gym that have volleyballs in them and grab a volleyball. They will find an area along the baseline of the basketball court and then they will get in row of 5 and will spread out toward the half court line. You will now demonstrate what the drill looks like so your students can begin practicing. Each student will begin by throwing the volleyball in the air and slightly in front of them and they will try to bump the ball one time and then catch the ball. This drill will be used before the lesson begins so you can assess how skillful your students already are at the skill.

Set Induction: How many students have watched volleyball before? How many of you have played volleyball, either on a team or just for fun? What is the first pass used in a volleyball match? That is right, a bump or forearm pass. This is the first thing we are going to review today in our volleyball unit.

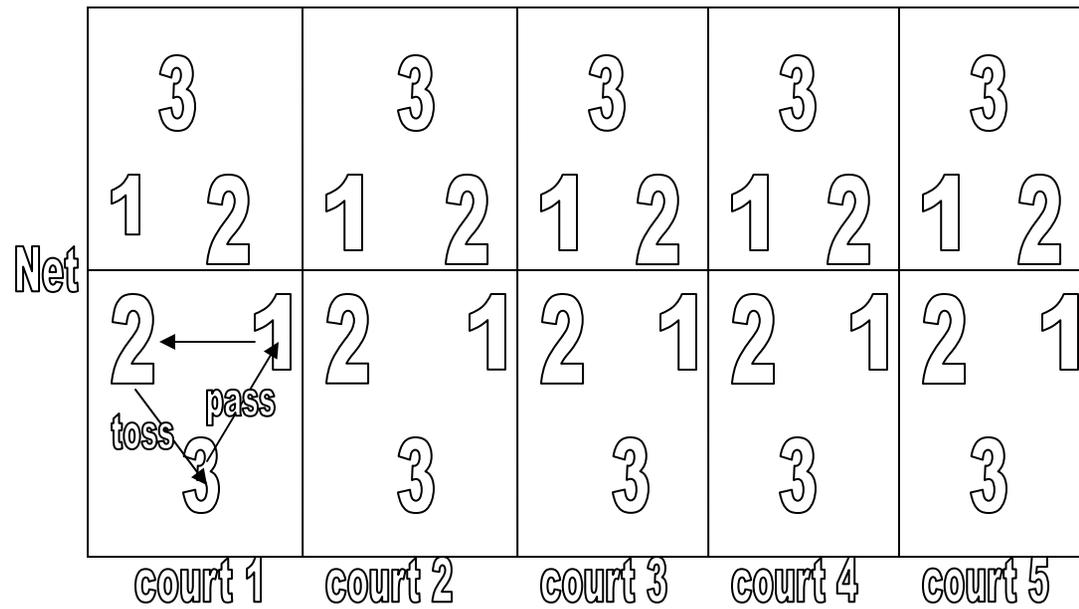
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. Volleyball nets are 7'4 1/8" for women and 7'11 5/8 for men between the age of 15 and 18. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Students are divided up into groups of 3 ahead of time. Ideally each group will have at least one student who has volleyball experience. 			

Informing Task: When I say go I want your group of 3 to find a court. I want you to number yourselves 1, 2, and 3. I want person #1 to be the target (right side of the net), person #2 to be the tosser (back of the court behind the target person), and person #3 to be the passer (left side of the court, back of the court). Every three bumps you will rotate from passer, to target, to tosser. The tosser will toss to the passer, the passer will bump to the target, and the target person will catch the ball and toss it back to the tosser. I want this group to demonstrate for the class. Have group demonstrate. *See Diagram!*

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure a group of 3 demonstrates the task for the class. • The groups are spread out 3 students on each side of the net. • Refer to the diagram. 	<ul style="list-style-type: none"> • I want the tosser to toss the ball underhand with two hands; right to the passer so they don't have to move. I want the passer to continue bumping the ball as close to a target as possible. • I want the tosser to toss the ball underhand, at different levels and directions so the passer has to move to get to the ball. Toss high, low, and to the side. I want the passer to continue bumping the ball toward a target. • I want the tosser to toss the ball underhand and overhand, at different speeds to the passer, so 	<ul style="list-style-type: none"> • I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. Weight on the balls of your feet. • I want the passers to use a flat platform by creating a flat surface with your arms. • Use your legs and very little arm motion to push the ball to the target 	<ul style="list-style-type: none"> • Try to pass the ball within one step of the target. • Try to pass the ball at a high level to the target so it drops down to them. The target person should be able to catch the ball with their arms extended up into the air. This is how the pass will need to be in a game so the target can make an accurate set. • To increase the difficulty, pass the ball to the sides of the target so they have to move to get under the ball. • See if you can bump the ball 2 out of 4 times accurately • See if you can use a flat platform 3 out of 4

	it is more game like. I want the passer to continue bumping the ball toward a target.		times.
<ul style="list-style-type: none"> Bring the students into a semi-circle around you. 	Q: As the passer where do you pass the ball? A: To the target person on the front line above their head. Q: Why do we want to pass the ball to the target at a high level? A: So the target can make an accurate set.		
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> For this practice we will stay in groups of three. There will need to be two groups per court one on each side. Each court will need three volleyballs. One side will toss the ball across the net to one of the designated passers, who will then use the bump pass to get the ball to a target. After three tosses from one side, the other side will toss and rotate. Refer to the diagram. 	<ul style="list-style-type: none"> I want the tosser to toss the ball underhand using two hands right to the passer so they don't have to move. I want the passer to continue bumping the ball to the target person. I want the tosser to toss the ball underhand, at different levels and directions so the passer has to move to get to the ball. Toss high, low, and to the side. I want the passer to continue bumping the ball at a target. I want the tosser to toss the ball underhand and overhand, at different 	<ul style="list-style-type: none"> I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. I want the passers to use a flat platform by creating a flat surface with your arms. Use your legs and very little arm motion to push the ball to the target. Use a step hop to move to the ball step with one foot, and hop onto both feet. 	<ul style="list-style-type: none"> Try to pass the ball at a high level to your target. This is how the pass will need to be in a game. See if you can pass the ball within two steps of your target 3 out of 6 times.

	speeds to the passer, so it is more game like. I want the passer to continue bumping the ball at a target.		
Closure/Assessment: <ul style="list-style-type: none">• I want you to show me how to correctly execute a bump pass without using a volleyball.• What are the four cues that we used today?<ul style="list-style-type: none">“Athletic stance”“Flat platform”“Use your legs”“Hand Position”			



Physical Education Program
Volleyball: Bumping with accuracy
Lesson Plan #3

Objectives:

Student: By the end of class, the students will be able to demonstrate the correct form of a bump, as well as being able to bump the ball a certain distance away.

- a. “flat surface”= while using the bump, your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent dominant foot slightly ahead of the other arms hanging in front of you.
- c. “absorb and extend/don’t push”= if the ball is coming a high speed you must absorb the ball by giving with your arms. If the ball is coming at a slower speed you must extend with your arms so the ball will get to your teammate.

Teacher:

EALR’S: 1.1, 1.2

Standards: Standards 1 and 3

Equipment (class size 30):

- 30 volleyballs
- 5 volleyball nets
- 4 hula-hoops

<p>Instant Activity: <i>Hand ball:</i> This activity is a somewhat modified game of ultimate Frisbee that will be good for volleyball. It is intended to help you with your aim, which is the main point in today's lesson. You will be split up into 4 even teams for 2 different games. The goal is to get the ball from one end of the court/floor to the other end. The key is that you can't run with the ball when you catch it. You must either attempt a goal or pass it to another teammate. The goal of this game is to work on accuracy, so have at it.</p>			
<p>Set Induction: How many students have watched volleyball before? How many of you have played volleyball? What is the first pass used in a volleyball match? That is right, a bump or forearm pass. This is what we'll be working on today.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball/badminton courts will be set up. • 30 volleyballs are spread out equally in the 4 hoops in each corner of the gym. 			
<p>Informing Task: I want all of you to get a partner, and sit down, so I know you have a partner. You will get one ball between for the 2 of you. You will find an area in general space. One partner will begin tossing the ball underhand to the partner and they bump it back. After ten bumps they switch positions. The tosser can challenge bumper by increasing the speed of the pass, making the bumper move, and tossing at different heights.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students are with a partner spread out around the gym with 1 ball • Background music is playing • Students will switch positions after 10 tosses 	<ul style="list-style-type: none"> • If this is too easy for you, then when you bump it back to the tosser, try to make it so that the tosser won't have to move. 	<ul style="list-style-type: none"> • Flat surface • Athletic stance • Absorb and extend 	<ul style="list-style-type: none"> • Try to beat the amount of good bumps your partner can get.
<p>Set Induction: All right, good work everyone. You now have 2 choices on what to do. You can continue with what we were just doing, but if you feel ready, you can grab a second ball, and include it with the first one so that 2 balls are going at once for the bumper. The tosser will catch it, and immediately toss it back to the bumper.</p>			
<ul style="list-style-type: none"> • Partners will be playing with 1 or 2 balls. • They will be spread out around the gym 	<ul style="list-style-type: none"> • If doing 2 at once is too easy for you, then just like before, try and bump the ball back to the tosser, so 	<ul style="list-style-type: none"> • Flat surface • Athletic stance • Absorb and extend 	<ul style="list-style-type: none"> • How much older is your Dad than you? Let's see if you can do this that many times in a row

<ul style="list-style-type: none"> • Students will switch positions after 10 tosses 	<p>that they don't have to move to get it. Work on your accuracy</p>	<ul style="list-style-type: none"> • Always be ready • Don't take a break 	
<ul style="list-style-type: none"> • Students will be on opposite sides of the net, across from their partners • They will have 1 ball for each group of partners • One group won't interfere with another group if the ball goes into their court. They'll wait until that group is done 	<ul style="list-style-type: none"> • It's time to break out the nets. I want you to bump the ball continuously with your partner, but this time it will be over the nets. 	<ul style="list-style-type: none"> • Flat surface • Athletic stance • Absorb and extend 	<ul style="list-style-type: none"> • See how many times in a row you can bump the ball with your partner
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • With your eyes closed I want you to show me how to correctly execute a bump pass. • What are the three cues that we used today? "Athletic stance," "Flat platform," "Absorb and extend" 			

Physical Education Program
Volleyball: Bumping continued and introduction of a set
Lesson Plan #4

Objectives:

Student: By the end of class, students will be able to demonstrate the correct form of a set. They will also be able to accurately describe and demonstrate what a correct bump looks like, as well as accurately bumping the ball back and forth with another student.

Teacher:

EALR'S: 1.1, 1.2, 3.3, 3.4

Standards: Standards 1, 3, 5

Equipment: (class size 30)

- 30 volleyballs
- 5 volleyball nets
- 4 hula-hoops

Instant Activity: Wall Bump: This activity is meant to warm up the students' forearms. It will also give them practice on positioning their body as a setter to get under the ball. The students will each have a ball of their own. They will be spread out along the wall of the gym. The students toss the ball up to themselves and use the forearm pass to bump the ball against the wall at a high level. They will then move their feet to get under the ball as it comes down and catch it at a high level. In this activity they are playing the role of the passer and the setter.

Set Induction: How many of you enjoyed our lesson yesterday on volleyball? Can anyone give me a cue for the bump (athletic stance, flat platform, absorb & extend). We are going to get more practice on the bump today. We are also going to extend on yesterday's lesson and practice getting in position and bumping the ball back and forth accurately. We will also begin with setting.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball/badminton courts will be set up. • 30 volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. 			

Set induction: we'll start off with where we finished last time. With the partners you had last time, I want you to go on opposite sides of the net and bump the ball back and forth to each other.

<ul style="list-style-type: none"> • Students will have the same partner as yesterday, on opposite sides of the net • Each group will have 1 ball. If they want harder they'll have 2 • They'll respect that they will share the court with another group 	<ul style="list-style-type: none"> • If this is too easy for you, then make each other run. Make your partner run back or forward in order to get under the ball and bump it 	<ul style="list-style-type: none"> • flat platform • absorb and extend • athletic stance • always be ready to move 	<ul style="list-style-type: none"> • Challenge your partner. See who can get the most amount of bumps in a row before the ball hits the ground.
--	---	--	--

Set Induction: It's time to make bumping a little harder. I want a person to join your group from another group, so that you have 3 people in your group. 2 of you will be on 1 side of the net, and the other will be across from you on the other side of the net. On the side with 2 people, 1 of you will be the tosser, and the other will be the bumper. The tosser will toss the ball to the bumper who will

<p>bump it to the tosser (working on accuracy). The tosser will then hit the ball or toss the ball to the person on the other side of the net. That person will bump it back over the net to the tosser (also working on accuracy). After 5 times of this, rotate clockwise, so you are at a different position.</p>			
<ul style="list-style-type: none"> • Students will be in groups of 3 • 2 on 1 side of the net, 1 on the other • 1 ball for the group of 3 	<ul style="list-style-type: none"> • If this is too easy for you, then don't take a break to switch positions. Do it while the ball is still in the air, so that you are always moving 	<ul style="list-style-type: none"> • flat platform • absorb and extend • athletic stance • always be ready to move 	<ul style="list-style-type: none"> • How old is your oldest pet? Let's see you do this that many times in a row
<ul style="list-style-type: none"> • Groups of 3 will be on both sides of the net • Each game will have 1 ball • Background music will be playing 	<ul style="list-style-type: none"> • Let's see how you do in a little 3 on 3 game now. You will go against the group to your right. Now, you will keep score by only the side serving will score, but the only hits I want to see are bump hits. I want you to see how you can handle all kinds of different hits. However, one team can't hit more than 3 times in a row to one person on a different side, other wise it's a point for that team, and they get the ball. 	<ul style="list-style-type: none"> • flat platform • absorb and extend • athletic stance • always be ready to move 	<ul style="list-style-type: none"> • Good luck, and remember to only use bumps
<p>Set induction: We will now quickly learn what a set looks like, and what its purpose is</p>			
<ul style="list-style-type: none"> • Students will be spread around the gym with their own ball 	<ul style="list-style-type: none"> • I want you to set the ball up to yourself and see how long you can 	<ul style="list-style-type: none"> • Flick ball up, don't hit it • Watch the ball through your hands 	<ul style="list-style-type: none"> • See how many times in a row you can do this

	keep it in the air	<ul style="list-style-type: none">• Use your whole body, not just your arms	
<p>Closure/Assessment: While you are playing the 3v3 game I will be coming around looking for the skills we have been practicing. I want you to really focus on these things as you play.</p> <ul style="list-style-type: none">• “athletic stance”• “flat platform”• “absorb and extend”• “pivot”• “quick feet”• Passing at a high level.			

Physical Education Program
Volleyball: Bumping and setting
Lesson Plan #5

Objectives:

Student: By the end of class, the students will be able to set the ball back and forth to each other, and set from a bump pass

Teacher:

EALR'S: 1.1, 1.2, 2.3, 4.2

Standards: Standards 1, 3, 5

Equipment: (class of 30)

- 4 hoops
- 4 cones for general space boundaries
- 30+ volleyballs
- 5 volleyball nets

<p>Instant Activity: <i>Keep it Up:</i> Materials needed: 4-8 cones for general space boundaries; 15-20 volleyballs. How to play: Have the student's form groups of 3 or 4 and spread out in general space. One person in each group needs to pick up a volleyball for their group. The activity will start by the student with the ball toss it to another student in their group, and from then on they will try to keep the ball in the air by volleying it only using a bump or a set. When the ball hits the floor they will start over.</p>			
<p>Set Induction: I would like everyone to imagine a volleyball game that they have seen on TV or a game that you have watched someone you know play. Can someone raise their hand and tell me how a team can score a point? Right they have to set up a hit or spike, but in order to have a spike you most likely will need a set to do that. Today we will be practicing our setting skills so in a game situation we can set up for a spike. Don't get excited, a spike won't be today, but it will be soon enough.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Set up 5 volleyball courts. 15-30 volleyballs are spread out equally in the 4 hoops in each corner of the gym. 			
<p>Set Induction: Let's review what a set looks like. Can you tell me the couple of clues I gave you last time (look through your hands, let the ball dip, don't hit it.)? Let's start today off by setting the ball to ourselves in the air. Have at it.</p>			
<ul style="list-style-type: none"> Students are spread out around the gym, each with a volleyball Background music is playing 	<ul style="list-style-type: none"> If this is too easy for you, then get another ball and try setting 2 balls to yourself at 1 time 	<ul style="list-style-type: none"> Look through your hands to see the ball Use your whole body, not just your arms Watch the ball the whole time Flat surface 	<ul style="list-style-type: none"> We'll do this for a couple of minutes, and then we'll move on to something more fun.
<p>Set induction: We are now going to bring the bump back into class. I want you to get with a partner. With 1 ball, I want you to set the ball to your partner, who will then bump it back to you. You will catch the ball and do it again. After 5 turns I want you to switch skills, so now you are the bumper, and your partner is the setter.</p>			
<ul style="list-style-type: none"> Students are spread around the gym with a partner, and only one ball for each group. Background music is 	<ul style="list-style-type: none"> If you find this easy, then I want you and your partner to get another ball, so now you have 2 balls. Try to 	<ul style="list-style-type: none"> Let the ball dip, don't hit it Get under the ball and into your athletic stance Watch the ball 	<ul style="list-style-type: none"> Let's see if you can do this 10 times in a row.

playing	hit both balls back and forth to each other at the same time, using bumps and sets	<ul style="list-style-type: none"> • Athletic stance 	
<p>Set induction: it's time for a game of 2 on 2. you will go against the partners to your left. What I want to have happen is a game where only bumps and sets are used. You will only have the allotted 3 hits to get the ball over the net, so you better make them count. You get a score for every time the ball lands on the other team's side of the court.</p>			
<ul style="list-style-type: none"> • 2 groups of partners are at 1 net • 1 net will be between 2 different games • It will be 2 on 2 	<ul style="list-style-type: none"> • If you find this too easy, then cut the court in half, so that your hits have to be more precise. 	<ul style="list-style-type: none"> • Let the ball dip, don't hit it • Get under the ball and into your athletic stance • Watch the ball • Athletic stance 	<ul style="list-style-type: none"> • Have fun • Every time a set leads to some sort of score then the other team must do 5 sets to themselves, so they understand that sets do wonders in the game.
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> ▪ Close your eyes and show me your hands for setting. ▪ Where are you supposed to contact the ball while setting? (Finger pads) ▪ What direction is the setter supposed to be facing when the ball is on the other side of the net? (Facing the net) ▪ What is the role of the setter in the game of volleyball? (To set the ball to a hitter for a spike/hit) 			

Physical Education Program
Volleyball: A pass and a set
Lesson Plan #6

Objectives:

A. Student:

By the end of class, the students will be able to open up to the ball and set from a bump pass

- a. Students will be able to demonstrate the “window” cue with their hands.
- b. Students will be able to set to a target from the setting position.
- c. Students will be able to set a rainbow set at about 4-5 feet high from the setter’s position.
- d. Students will be able to demonstrate using their finger pads to set the ball.

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (for a class of 30 students)

- 4 hoops
- 4 cones for general space boundaries
- 30+ volleyballs
- 5 volleyball nets
- 5 of something to split the nets in half (antenna, jump rope, or tape)

Content Development

Instant Activity: *Keep it Up:* Materials needed: 4-8 cones for general space boundaries; 15-20 volleyballs. How to play: Have the student's form groups of 3 or 4 and spread out in general space .One person in each group needs to pick up a volleyball for their group. The activity will start by the student with the ball toss it to another student in their group, and from then on they will try to keep the ball in the air by volleying it only using a bump or a set. When the ball hits the floor they will start over. Encourage the students to call the ball when it comes to them to promote communication skills.

Variations:

- Have the students count how many bumps or sets they can get in 30 seconds.
- Have the students only use setting or only bumping, then switch.

Set Induction: I would like everyone to imagine a volleyball game that they have seen on TV or a game that you have watched someone you know play. Can someone raise their hand and tell me how a team can score a point? Right they have to set up a hit or spike, but in order to have a spike you most likely will need a set to do that. Today we will be practicing our setting skills so in a game situation we can set up for a spike.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Set up 5 volleyball courts. Use badminton courts if volleyball courts are not available. If that many nets aren't available split nets in half with an antenna or jump rope. • 15-30 volleyballs are spread out equally in the 4 hoops in each corner of the gym. 			

<ul style="list-style-type: none"> • Students are divided up into groups of 3. Try to match skilled children in groups with children who are beginners. 			
Game:3v3			
<ul style="list-style-type: none"> • Have a group of 3 demonstrate the game. Total of 3 hits each on each side. Start the game with a playable toss to partner (free ball).The students are only to use the forearm pass or a set (overhand pass).In order to score a point you must have a pass and a set before the ball goes over the net. • The groups are spread out 3 students on each side of the net. • Refer to the diagram. 	<p>Questions:</p> <ul style="list-style-type: none"> • What direction does the setter face when the ball is on the other side of the net? (Face the net) • What does the setter need to do once the ball is on his/her side of the net? (Turn and open up to the ball) • How does the setter open up towards the ball? (Pivot, turn, and call “here”) • What is the role of the setter in a game situation? (To set the ball to the hitter or spiker) • What do your hands look like while setting the ball? (Like a window) • Where are you going to contact the ball while setting it? (Finger pads) 		
Practice: When I say “go” I would like you to pick a volleyball from one of the hoops, and then go find an open space against the			

wall and begin setting up against the wall.			
MAF/Instructional technique	Extensions	Refinements	Applications
	<ul style="list-style-type: none"> ▪ Now I would like you to take a couple of steps back and continue setting to the wall. ▪ Continue setting against the wall taking a couple more steps back. ▪ When you get 3 out of 5 rainbow sets to the wall take a couple of steps back and continue. 	<ul style="list-style-type: none"> ▪ Remember that a good set must be a rainbow set of at least 4 feet high so work on that while setting to the wall. ▪ Remember to use your finger pads while setting. 	<ul style="list-style-type: none"> ▪ See if you can get 3 out of 5 rainbow sets to the wall. ▪ Pick a spot on the wall at least four feet high and see how many times you can hit that spot out of 10 tries.
<p>Practice: I would like you back into your groups of 3 that you were in earlier. The tosser will toss the ball to the setter who will set it to the target. The target will bounce pass it back to tosser who will start the drill over again. Do this 5 times then rotate.</p>			
<ul style="list-style-type: none"> • Have the student's number off 1-3 in each group. • 1 is the passer, 2 is the setter, and 3 is the tosser/target. • Have them form a triangle on one side of the net. • Refer to the diagram. • Demonstrate how to 	<ul style="list-style-type: none"> • Now I would like the person in the setting position to turn their back to the drill and face the net. • Continue doing this drill until everyone can get opened up to the tosser in a pivot movement 	<ul style="list-style-type: none"> • Remember to set the ball like a rainbow to your target. • Remember to pivot to open up to the tosser. 	<ul style="list-style-type: none"> • Count how many times you can set a rainbow set to your target in a row out. • Count how many times you can open up by pivoting all the way around to your target out of five turns.

pivot and open up.			
Game:3v3			
<ul style="list-style-type: none"> ▪ This is the same 3v3 game that the lesson began with. ▪ In order to score a point the setter must open up to the passer and you get a point if the setter can set a rainbow set of at least 4 feet high to the hitter. ▪ Rotate the teams clockwise after about five minutes. 			
Closure/Assessment: <ul style="list-style-type: none"> ▪ Close your eyes and show me the window for setting. ▪ Where are you supposed to contact the ball while setting? (Finger pads) ▪ What direction is the setter supposed to be facing when the ball is on the other side of the net? (Facing the net) ▪ When the ball comes back over to your side of the net as the setter what do you do? (Open up and see where the ball is) ▪ What is the role of the setter in the game of volleyball? (To set the ball to a hitter for a spike/hit) 			

Performer_____

Evaluator_____

Volleyball Assessments
Bump Pass
Lesson #6

In a group of three you will evaluate each other on the bump pass. Number yourselves one through three, #1 will be the evaluator this person will watch the person performing the task. You will be looking for each aspect one at a time, to allow for correct evaluation of the task. #2 will be the person performing the bump pass. For each task you will bump the ball five times so that it can be seen and evaluated. #3 will be the tosser who will toss the ball to the performing person at a medium level so that the ball can be bumped right back to the tosser. After the person is done being evaluated then rotate #1 will become the tosser, #2 the evaluator, and #3 the performer.

The evaluator will grade the performance by giving it a 1-5, 5 being that the task is done correctly each time - 1 being that the task is not done correctly any of the times.

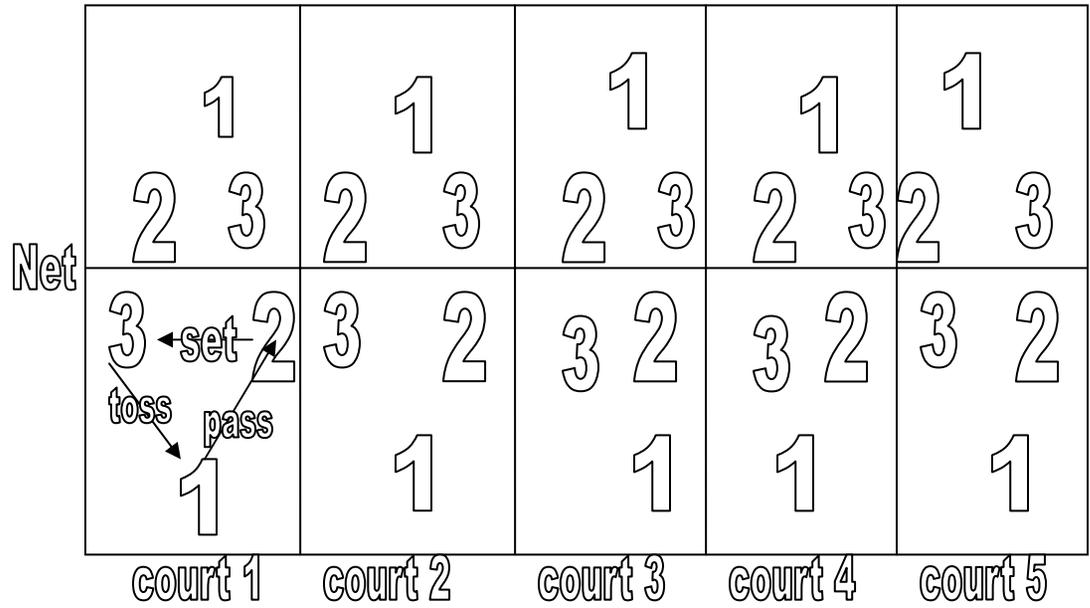
Tasks

Wide Base_____

Knees Bent_____

Flat Surface_____

Absorb and Extend_____



Physical Education Program
Volleyball: A moving pass
Lesson Plan #7

Objectives:

A. Student:

By the end of class, the students will be able to perform a moving forearm pass while pursuing a ball.

- a. Students will be able to demonstrate how to run towards a ball with their hands apart.
- b. Students will be able to demonstrate what the passing platform looks like while performing a moving forearm pass.

Standards

EALR's:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity

B. Teacher:

Equipment: (class size 30)

- 15-30 volleyballs
- 5 volleyball nets
- 4 hula-hoops
- 3-5 Nerf Frisbees
- 4 cones for boundaries

Content Development

Instant Activity: *Lifesaver Volley*: Materials needed: 4 cones for boundaries; 3-5 Nerf Frisbees; 3-5 volleyballs.

How to play:

Set up cones to establish playing boundaries. Select 3-5 students to be the taggers and give them each a Nerf Frisbee. Select 3-5 students to be the “lifesavers” and give them each a volleyball. Then have one of the “lifesavers” and another student demonstrate volleying the volleyball 4 times in a row using the skills that we have learned (bump and sets). This will be how the “lifesavers” will free a tagged or frozen student during the activity.

On the “go” signal, the taggers try to tag as many students as they can, but the Nerf Frisbee must be in the taggers hand. Students who are the “lifesavers” can’t be tagged because they are saving the tagged/frozen students. To unfreeze a student, the “lifesaver” and the tagged student must volley the volleyball 4 times consecutively, the student who was frozen now becomes the new “lifesaver” and the previous “lifesaver” can now be tagged. Make sure to switch taggers often during the activity.

Set Induction: I would like everyone to vision one of the volleyball games that we have done in class. What happens when the ball gets passed and it goes wild? You would chase after it and try to play it. This happens a lot in the game of volleyball especially when you are trying to pass a serve or a hard spike. Today we are going to learn how to correctly chase after a wild volleyball that is still in playable territory, so you will know how to do this in a game situation.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15-30 volleyballs spread out evenly in the 4 hoops in each corner of the gym. • Students are divided up in groups of 3 from the day before. Each group will have at least one 			

<p>student who has volleyball experience.</p>			
<p>Game:3v3</p>			
<ul style="list-style-type: none"> • Have a group of 3 demonstrate the game. Total of 3 hits each side. Start the game with a playable toss to partner (free ball).The groups are spread out 3 students on each side of the net. • Refer to the diagram. 			
<p>Practice: When I say “go” I would like your group of 3 to go to a court. You will be doing a triad drill where the tosser will toss it out of bounds and high up so the passer can pursue the wild ball and try to pass it to the target who is in the middle of the court. Do this five times and then rotate.</p>			
<p>MAF/Instructional technique</p>	<p>Extensions</p>	<p>Refinements</p>	<p>Applications</p>
<ul style="list-style-type: none"> ▪ Make sure a group of 3 demonstrates the task for the class. ▪ The groups are spread out 3 students on each side of the net. ▪ Have the student’s 	<ul style="list-style-type: none"> ▪ Now I would like you to toss the ball a bit further for the passer to pursue. ▪ Now I would like you to toss the ball a little bit lower but still just as far so they passer has less 	<ul style="list-style-type: none"> ▪ Make sure you are running straight towards the ball with your hands apart. ▪ Remember to use a moving forearm pass while pursuing the ball. 	<ul style="list-style-type: none"> ▪ See how many passes you can get back into the middle of the court where the target is. ▪ See if you can get 3 out of the 5 passes into the middle of the court.

<p>number off 1-3. Number 1 is the tosser, number 2 is the passer, and number 3 is the target.</p> <ul style="list-style-type: none"> ▪ Toss the ball off to the right or behind the passer; give the toss enough height so the passer can get to it. ▪ Have them rotate clockwise after 5 turns. ▪ Refer to the diagram. 	<p>time to run over there.</p> <ul style="list-style-type: none"> ▪ If you have got the passing to the middle down, then I would like the tosser to toss the ball and then go to the setter's position to give a target for the target person to pass the ball to the setter's position after receiving the pursued ball. 	<ul style="list-style-type: none"> ▪ Remember to have a flat platform that is parallel to the ground while passing. 	<ul style="list-style-type: none"> ▪ Count how many times you can perform this with the two consecutive passes (the moving forearm pass and the pass to the setter/tosser.) ▪ How many times out of five can you use a flat platform?
<p>Game: 3v3</p>			
<ul style="list-style-type: none"> ▪ This is the same 3v3 game that the lesson began with. ▪ You can score this time by a continuous rally. ▪ Make sure that you are pursuing and saving all of the balls that aren't going directly to the setter. ▪ Have demonstration 			

<p>of what a rally is.</p> <ul style="list-style-type: none"> ▪ Rotate teams clockwise after about 3-5 minutes so they can play everyone. 			
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> ▪ Can you play a ball that is not in the court but in the air? (Yes) ▪ What do you do when your teammate passes the ball in playable territory but it is off the court? (Chase it) ▪ Do you know what skill you would use to make the save? (moving forearm pass) ▪ I would like everyone to close their eyes and show me what a moving forearm pass looks like. ▪ I would like everyone to close their eyes and show me what the platform is supposed to look like while doing a moving forearm pass. ▪ I would like everyone to close their eyes and show me what a moving forearm pass looks like in slow motion. 			

	3	3	3	3	3
	1 2	1 2	1 2	1 2	1 2
Net	2 wild toss pass set 1 3	2 1	2 1	2 1	2 1
	3	3	3	3	3
	court 1	court 2	court 3	court 4	court 5

Physical Education Program
Volleyball: A moving pass
Lesson Plan #8

Objectives:

Student: By the end of class, the students will be able to perform a moving forearm pass while pursuing a ball.

Teacher:

EALR'S: 1.1, 1.2, 3.3, 3.4

Standards: Standards 1, 3, 5

Equipment (class size 30):

- 15-30 volleyballs
- 5 volleyball nets
- 3-5 nerf Frisbees
- 4 cones for boundaries

<p>Instant Activity: Lifesaver Volley: This is a tag game, which is very specific for volleyball. 3-5 students will be taggers, each with a nerf Frisbee. Another 3-5 students will be “lifesavers,” each of them will have a volleyball. The taggers must tag the students with their nerf Frisbee in hand. When a student is tagged they must be frozen, and not move. “Lifesavers” can not be touched by the taggers, because they will be trying to unfreeze the frozen students. To unfreeze a student, the “lifesavers” must volley a volleyball 4 consecutive times with one of the tagged students. The student who was frozen is now a “lifesaver,” and the “lifesaver” is now a person who can be tagged.</p>			
<p>Set Induction: Well, how many of you are still having some problems with accurately hitting a ball to your partner or teammate? Well, no one is perfect, and can hit the ball where it is supposed to go every time, so today, we are going to put an emphasis on the other partner, who is to receive the bump or set. We are going to practice to correctly chase a volleyball that has gone wild, but is still playable, and so you won’t, in turn, hit it wildly.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Class is pulled together, around/near teacher Students are sitting quietly 			
<p>Informing Task: All right, I want you all to get together with a partner. I want 1 of you to get a ball. Now, how would you like to make each other run? I want you to toss the ball up to your partner, but make them run for it. They will then set or bump the ball back to you. Feel free to toss it in front, behind, to the left, or to the right of them. After 10 hits, I want you to switch roles.</p>			
<ul style="list-style-type: none"> Partners have 1 ball spread around the gym Background music is playing 5 volleyball/badminton courts are set up 	<ul style="list-style-type: none"> If this is too easy for you, then have your partner toss the ball a greater distance away from you and run after it. While doing this, try to hit the ball back to your partner more than the 10 times in a row that I said. 	<ul style="list-style-type: none"> Get under ball and in position Athletic stance Run upright, with hands out, ready to hit the ball Keep an eye on the ball 	<ul style="list-style-type: none"> See how many times in a row the “hitter” can get the ball back to within a foot of the “tosser.”
<p>Informing Task: You and your partner will now get an extra partner from another group to be in a group of 3. 1 of you will be a tosser (1), who I want to toss the ball out of bounds, yet high enough for the “passer” (2) to get to the ball, get under it, and pass the ball to the other person (3), who will be in the middle of the court and will hit the ball over the net.</p>			
<ul style="list-style-type: none"> Students will be in groups of 3 	<ul style="list-style-type: none"> If this is too easy for you, then go ahead and 	<ul style="list-style-type: none"> Run straight towards the ball with your hands 	<ul style="list-style-type: none"> Let’s see if you can get the ball to the third

<ul style="list-style-type: none"> • 5 volleyball/badminton courts are set up • 15 volleyballs are spread out evenly in the courts around the gym • Students will number off 1, 2, 3 • Students will rotate clockwise after 8 turns 	<p>introduce a second ball right after you hit the first one</p>	<p>apart</p> <ul style="list-style-type: none"> • Get in your athletic stance • Watch the ball the whole time: don't lose it 	<p>partner 3 out of 5 times with the allotted 3 hits.</p>
<p>Informing Task: It's time to make this more like a game. One of the other groups of 3 will join your group on the court, but on the other side of the net. This will be 3 on 3. You must use the allotted 3 hits to get the ball over the net. I expect most of your hits to be done poorly, so that your teammates can run after the ball, and get it back under control for the last hit. We'll end class with this.</p>			
<ul style="list-style-type: none"> • 2 teams are on 1 court, with 1 volleyball • Players will rotate positions clockwise after 5 serves 	<ul style="list-style-type: none"> • Try and do better than the other team 	<ul style="list-style-type: none"> • Run straight towards the ball with your hands apart • Watch the ball the whole time 	<ul style="list-style-type: none"> • Challenge yourselves to do better than the other team. Have some fun with this.
<p>Closure/Assessment: Can you play a ball that will require you to do some running in order to get it? When your teammate hits you the ball, but it is flying out of bounds, what do you do? (Yes, you chase it).</p>			

Physical Education Program
Volleyball: Spiking
Lesson Plan #9

Objectives:

Student: by the end of class, the students will be able to demonstrate the approach for a spike (including ready position, foot work, arm movement, a firm and open hand).

Teacher:

EALR'S: 1.1, 1.2, 2.3, 4.2

Standards: Standard 1, 3, 4

Equipment (class size 30):

- 15 volleyballs
- 5 volleyball nets
- 15 trainer volleyballs
- 4 hula-hoops

Instant Activity: 2 man pepper: everyone find a partner, and begin practicing setting and bumping with your partner, about 10 feet apart. Keep the ball under control, and see how many times you can hit the ball in a row without letting it hit the floor.			
Set Induction: What is the most exciting move in volleyball? Yes, I also think it's the spike. Today, we are going to begin to practice this little maneuver we all know and love.			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Class is pulled together, around/near teacher • Students are sitting quietly and listening 			
Informing Task: It's time to introduce the spike to you all. In volleyball, it's every person's favorite shot, because it's the hardest to defend. It's hit hard, and it's hit low. We are going to start off on our own, each of you spread around the gym with a volleyball or a trainer volleyball. We are going to toss it up and hit it against the wall, working on our form.			
<ul style="list-style-type: none"> • Students are spread around the gym, near a wall, with a volleyball • Only work on spiking 	<ul style="list-style-type: none"> • Speed and strength are good things to have. Accuracy is good too. When hitting the ball against the wall, pick a spot you like, and see how close you can get to hitting it. 	<ul style="list-style-type: none"> • Ready position • Arm way back for max. strength • Follow through • Watch the ball hit your hand 	<ul style="list-style-type: none"> • Can you get the correct form 10 times in a row? Let's see.
Informing Task: Well done everyone. Now, I would like you to get with a partner. Your partner will toss it up, and I want you to spike into the ground, so that your partner can get it and toss it again. Go 8 times and switch positions.			
<ul style="list-style-type: none"> • Students will have partners • Students will change positions after 8 turns • Partners are spread out around the gym 	<ul style="list-style-type: none"> • Challenge your partner. Who has the better form? Who can get the highest bounce from the floor? I think it's time to find out. 	<ul style="list-style-type: none"> • Get a good running start • Be sure you have good timing. • Arm way back for maximum strength • Follow through • Watch the ball hit your hand • Stay in control 	<ul style="list-style-type: none"> • How old is your youngest relative? Let's see you get the right form that many months/years in a row.
Informing Task: your group will be joined by one person from another group, and I will designate you a court. Go to your assigned			

<p>courts. 1 of you will be a tosser (1), who will toss the ball to the bumper/setter (2), who will hit the ball to the spiker (3), who will spike the ball into the ground on the other side of the net.</p>			
<ul style="list-style-type: none"> • 5 volleyball/badminton courts will be set up • 15 volleyballs and trainer volleyballs will be spread out evenly on the courts • Students number themselves off 1, 2, 3 • Students will be in groups of 3 • Rotate clockwise after 3 turns 	<ul style="list-style-type: none"> • If this is too easy for you, try to get 2 balls going, 1 after the other 	<ul style="list-style-type: none"> • Keep your balance • Wait for the set • Watch the ball the whole time • Reach back with your arm • Watch your timing. If you're going to spike it, you want to make sure that the ball is as high as it will go, so you can get a good running jump into it. You don't want to be late, otherwise the ball will be too low for a good spike. Keep an eye on your timing. 	<ul style="list-style-type: none"> • Let's see if you can get the ball to the middle of the court 3 out of 5 times • How many times continuously can you get the passes correctly to the spiker? Let's find out today.
<p>Informing Task: it's now time for a little 3 on 3 with the team you have. Another team will come and join you on the other side of the net. You will do the same thing as the previous exercise, but this time the spiker has to try and spike the ball for a point, without it being defended. After the first team goes around twice, the other team will get the ball and go offense.</p>			
<ul style="list-style-type: none"> • Teams will be on both sides of the net • Teams will rotate after 5 serves 	<ul style="list-style-type: none"> • If spikes are too hard to defend, then feel free to hit the ball over using a bump or a set, but the other team can still spike if they want 	<ul style="list-style-type: none"> • Be ready and in position • Watch the ball • Communicate with teammates 	<ul style="list-style-type: none"> • I want both teams to challenge each other. See which team can get the most spikes over, without being defended
<p>Closure/Assessment: when I say a cue from today, I want you to show me what it looks like. Remember, there are 4 of them (ready position, foot work, arm movement, and firm/open hand).</p>			

Physical Education Program
Volleyball: Arm work for the hit (spike)
Lesson Plan #10

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the approach for a hit (spike).

- a. "Ready position"- from the net spiker must turn and run back several steps from the net.
- b. "Foot work"- Right handed spiker, left, right, left, jump
- c. "Arms extend and swing back"
- d. "Whip arm"
- e. "Hand firm and open"

Standards

EALR's:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 15 volleyballs
- 5 trainer volleyballs
- 5 volleyball nets
- 4 hula-hoops

Content Development

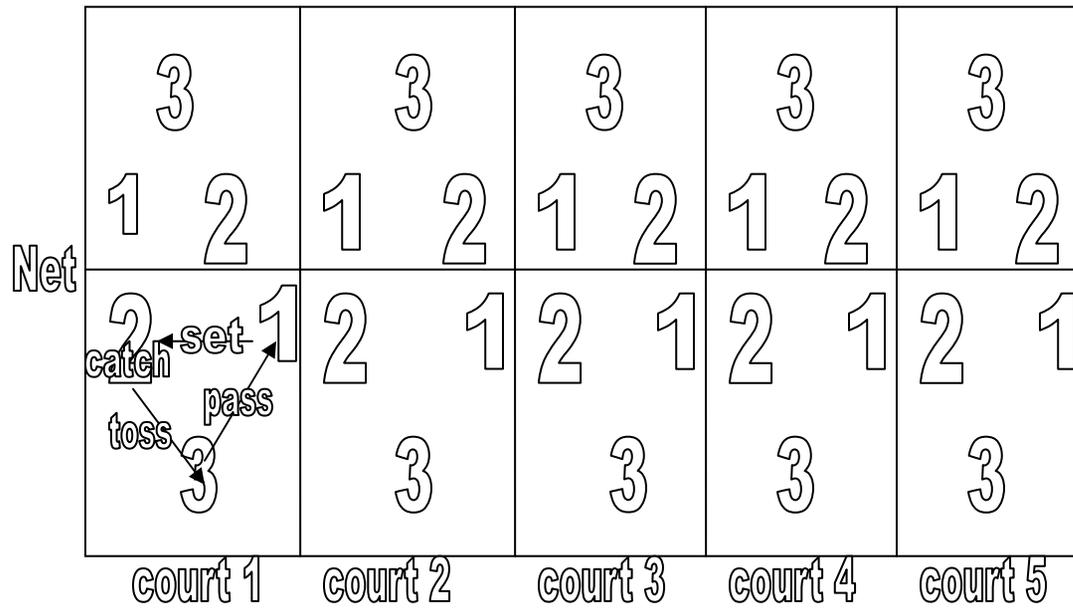
<p>Instant Activity: <i>2 man pepper:</i> When I say go, everyone needs to find a partner and being practicing setting, passing and tapping with there partner 10ft. apart. You want to keep the ball under control seeing how many times you and your partner can hit the ball in a row.</p>			
<p>Set Induction: How many like to watch a volleyball game that does a lot of spiking. Spiking the ball is one of the most thrilling plays in volleyball. So today we are going to be practicing on the approach of the spike.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Students are divided up in groups of 2 just have them find a partner. Each group will have at least one student who has volleyball experience. 			
<p>Informing Task: When I say go I would like you to get a partner and have your partner toss the volleyball in the air and I would</p>			

like you to practice hitting the ball back to your partner. I would like you to switch tossers after ten tosses switch partners.			
<ul style="list-style-type: none"> • Make sure a group of two demonstrates the task • The groups are spread out equally throughout the gym 	<ul style="list-style-type: none"> • I want the tosser to toss the volleyball directly at his/her partner and I want the hitter to hit the ball in a downward motion back toward his/her partner. • I want the tosser to toss the volleyball away from the hitter so the hitter has to move and hit the volleyball 	<ul style="list-style-type: none"> • Arms extend and swing back • Whip arm • Hand firm and open 	<ul style="list-style-type: none"> • How many times out of ten can you keep your hand firm and open? • How many times out of ten can you hit the ball back to your partner without making your partner move? Can you do it 7 out of 10 times?
<p>Informing Task: When I say go I want you to get in the same group of three you were in yesterday and go to an open court and then listen to my instruction.</p>			
<p>Game:3v3</p>			
<ul style="list-style-type: none"> • Have a group of 3 demonstrate the game. Total of 3 hits each side. Start the game with a playable toss to partner (free ball).The students can use the forearm pass, overhead pass and the hit. There must be a successful spike to the other team to receive a 	<p>Questions:</p> <p>Q: What is the hitter's base position at the net? A: Face the net</p> <p>Q: Why does the hitter want to face the net? A: To see how play develops on opponent's side, to block bad pass.</p> <p>Q: What should the hitter do when the ball is crossing the net? A: Transition, move off the net.</p> <p>Q: How does the hitter approach to hit (spike)? A: 4 steps off the net, start with Left foot and the right then left and jump while swing arm.</p>		

<ul style="list-style-type: none"> point. The groups are spread out 3 students on each side of the net. Refer to the diagram. 			
<p>Practice: When I say go I want your group of 3 to go to a court. I want you to number yourselves 1, 2, and 3. I want person #1 to be the setter (right side of the net), person #2 to be the hitter/tosser (left side of the court), and person #3 to be the passer (right side of the court, back of the court). Every three sets you will rotate from passer, to setter, to hitter. The tosser will toss to the passer, passer bumps to setter, the setter will set the ball to the hitter and the hitter will approach to hit the ball and catch in the air. I want this group to demonstrate for the class.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Make sure a group of 3 demonstrates the task for the class. The groups are spread out 3 students on each side of the net. Refer to the diagram. 	<ul style="list-style-type: none"> I want the setter to set the ball at different heights to see where the hitter likes it. Now, I want you to try to go at a faster pace. There shouldn't be big breaks between spike make it more like a game. 	<ul style="list-style-type: none"> Ready position- from the net spiker must turn and run back several steps from the net. Wait for the set Foot work- Right handed spiker, left, right, left, jump Arm extend and swing back Whip arm Hand firm and open 	<ul style="list-style-type: none"> See how many times the setter can set the ball at a high level so the hitter can catch the ball above the net.
<p>Bring the students in to a semi-circle around you.</p>	<p>Q: As the hitter do you always want to use the same footwork? A: Yes, so you know where to start your attack. Q: Why do we want to set the ball at different levels? A: So the hitter can find the height they like and they can time it better.</p>		
<p>Closure/Assessment: I want everyone to spread out in general space. When I say a cue from today I want you to show me what it is.</p>			

I will walk around checking out everyone in class.

- “Ready position”- from the net spiker must turn and run back several steps from the net.
- “Foot work”- Right handed spiker, left, right, left, jump
- “Arms extend and swing back”
- “Whip arm”
- “Hand firm and open”



Physical Education Program
Volleyball: hitting (spike)
Lesson Plan #11

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the approach for a hit (spike).

- a. “Ready position”- from the net spiker must turn and run back several steps from the net.
- b. “Foot work”- Right handed spiker, left, right, left, jump
- c. “Arms extend and swing back”
- d. “Whip arm”
- e. “Hand firm and open”
- f. “Hit top of ball”

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 15 volleyballs
- 15 trainer volleyballs
- 5 volleyball nets
- 4 hula-hoops

<p>Instant Activity: <i>Boo-Boo:</i> Students get in teams of three, two teams on a court at one time. The object of the game is to not let the ball fall on your side of the court, if the ball hits the ground your team leaves the court and the next team jumps in. You can have three or four teams by the court ready to rotate. They can use any way to keep the ball in the air and can hit the ball as many times.</p>			
<p>Set Induction: How many like to watch a volleyball game that does a lot of spiking. Today we are going to work on hitting ourselves. I'm going to give you the secrets on how to be an effective hitter in the game of volleyball (spike).</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Students are divided up in groups of 3 ahead of time. Each group will have at least one student who has volleyball experience. 			
<p>Game:3v3</p>			
<ul style="list-style-type: none"> • Have a group of 3 demonstrate the game. Total of 3 hits each side. Start the 	<p>Questions: Q: What is the hitter's base position at the net? A: Face the net Q: Why does the hitter want to face the net?</p>		

<p>game with a playable toss to partner (free ball).The students can use the forearm pass, overhead pass and the hit. There must be a successful spike to the other team to receive a point.</p> <ul style="list-style-type: none"> • The groups are spread out 3 students on each side of the net. • Refer to the diagram. 	<p>A: To see how play develops on opponent’s side, to block bad pass. Q: What should the hitter do when the ball is crossing the net? A: Transition, move off the net. Q: How does the hitter approach to hit (spike)? A: 4 steps off the net, start with Left foot and the right then left and jump while swing arm.</p>		
<p>Informing Task: When I say go I want your group of 3 to go to your assigned court. I want you to number yourselves 1, 2, and 3.I want person #1 to be the setter (right side of the net), person #2 to be the hitter (left side of the court), and person #3 to be the tosser (right side of the court, back of the court).Every three spikes you will rotate from tosser, to setter, to hitter. The tosser will toss to the setter; the setter will set the ball to the hitter and the hitter will approaches to hit the ball. This is setting up for the hit (spike). I want this group to demonstrate for the class. We will have two teams practicing together on the same court. One team practicing and the other retrieving the balls. They switch after everyone has had their turn.</p>			
<p>MAF/Instructional technique</p>	<p>Extensions</p>	<p>Refinements</p>	<p>Applications</p>
<ul style="list-style-type: none"> • Make sure a group of 3 demonstrates the task for the class. • The groups are spread out 3 students on each side of the net. 	<ul style="list-style-type: none"> • I want the setter to set the ball at different heights to see where the hitter likes it. • Now, I want you to try to go at a faster pace. 	<ul style="list-style-type: none"> • Ready position- from the net spiker must turn and run back several steps from the net. • Wait for the set • Foot work- Right 	<ul style="list-style-type: none"> • See how many out of the three spiked were in bounds. • How many times in a row do you use correct foot work?

<ul style="list-style-type: none"> Refer to the diagram. 	<p>There shouldn't be big breaks between spike make it more like a game.</p>	<p>handed spiker, left, right, left, jump</p> <ul style="list-style-type: none"> Arm extend and swing back Whip arm Hand firm and open Hit top of ball 	
<p>Informing Task: When I say go I would like you to get into the same teams you were in at the beginning of class and pick a court and begin playing the same game that we started class with.</p>			
<ul style="list-style-type: none"> This is the same 3v3 game that the lesson began with. 	<ul style="list-style-type: none"> Play 3 vs. 3 and you can use as many hits as it takes to get the ball across the net. You may only use the hits we have worked on so far. 		<ul style="list-style-type: none"> How many times can each group rally the volleyball back and forth? How many times can each team use correct arm work on a pass.
<p>Closure/Assessment:</p> <p>I want everyone to spread out in general space. When I say a cue from today I want you to show me what it is. I will walk around checking out everyone in class.</p> <ul style="list-style-type: none"> “Ready position”- from the net spiker must turn and run back several steps from the net. “Foot work”- Right handed spiker, left, right, left, jump “Arms extend and swing back” “Whip arm” “Hand firm and open” “Hit top of ball” 			

Performer_____

Evaluator_____

Volleyball Assessments

Hitting (Spiking)

Lesson #11

In a group of three you will evaluate each other on hitting (spike). Number yourselves one through three, #1 will be the evaluator this person will watch the person performing the task. You will be looking for each aspect one at a time, to allow for correct evaluation of the task. #2 will be the person performing the hit. For each task you will set the ball five times so that it can be seen and evaluated. #3 will be the tosser who will toss the ball to the performing person at a high level so that the ball can be hit towards the wall. After the person is done being evaluated then rotate, #1 will become the tosser, #2 the evaluator, and #3 the performer.

The evaluator will grade the performance by giving it a 1-5, 5 being that the task is done correctly each time - 1 being that the task is not done correctly any of the times.

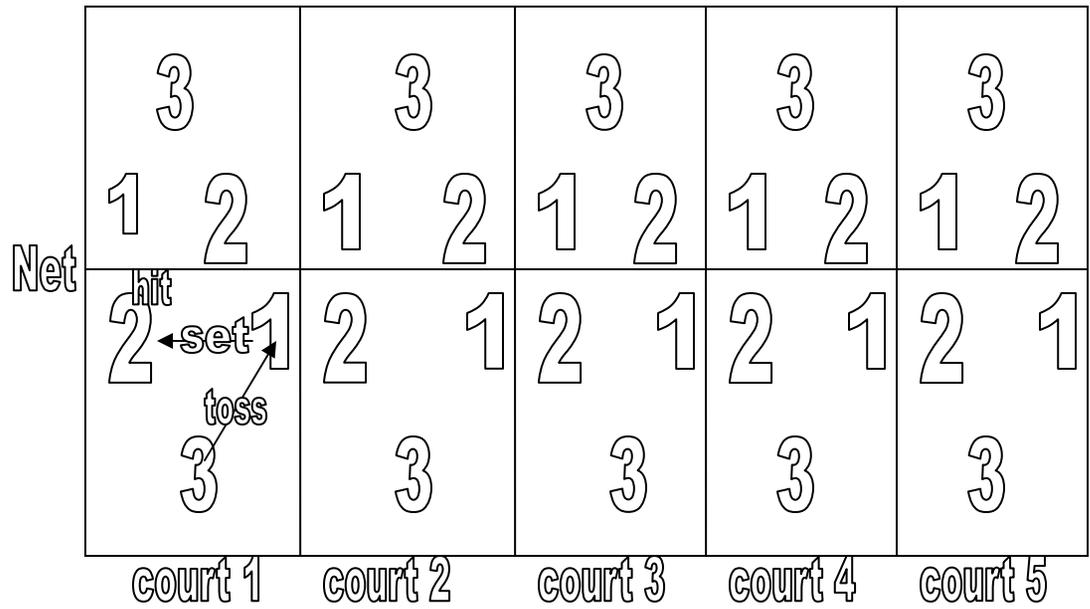
Tasks

Hit top of ball_____

Footwork_____

Arms extend/Swing back_____

Hand firm and open_____



Physical Education Program
Volleyball: Using a hit to set up a spike
Lesson Plan #12

Objectives:

A. Student:

By the end of class, the students will be able to accurately set the ball to the spiker for a spike

- a. Flat platform- while using the forearm pass your arms should create a flat surface to strike the ball.
- b. Athletic stance- knees bent dominant foot slightly ahead of the other arms hanging in front of you.
- c. Absorb and extend- if the ball is coming a high speed you must absorb the ball by giving with your arms. If the ball is coming at a slower speed you must extend with your arms so the ball will get to your teammate.
- d. Hand firm and open
- e. Hit top of ball

B. Teacher:

EALR'S: 1.1, 1.2, 1.3, 3.3, 3.4

Standards: Standards 1, 2, 3, 5

Equipment: (class size 30)

- 15 volleyballs
- 15 trainer volleyballs
- 5 volleyball nets
- 4 hula-hoops

Instant Activity: I want you to get in to groups of 5. One person will get a ball. With your group find a spot in general space. I want your group to keep the ball up in air as long as possible, however there is a twist. I'm going to be yelling how I want you to hit the ball. When you start off you are going to be able to hit the ball however you want. However, from there, it gets fun. If I yell bump, that's what you do, if I yell set, that's what you'll do, if I yell spike, that's what you'll do. We'll do this about 3 minutes. Have fun.

Set Induction: We are going to start today off with where we left off last time. We are going to continue with our spiking/hitting. Last time, we learned the form and got started with it a little bit. Today, we will work on getting a set from someone, and working on placing it somewhere over the net.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball or badminton courts will be set up. • 5 volleyballs and 15 rubber volleyballs will be spread out equally in the 4 hoops in each corner of the gym. • Students are divided up in groups of 2 ahead of time. 			

Informing Task: We are going to start today with a little practice. I want one of the partners to toss the ball up to the other high enough, so that the other partner can run up to it and spike it to the floor. This is a review, and we will have each partner go through it twice, 10 times each.

<ul style="list-style-type: none"> • 5 volleyball or badminton courts will be set up. • 5 volleyballs and 15 rubber volleyballs will be spread out equally in the 4 hoops in each corner of the gym. • Students are divided up 	<ul style="list-style-type: none"> • Start by tossing the ball to where the spiker is standing. • Then I want you to set it so that the spiker has to spike it on the run. The spiker will hit the ball into the floor 	<ul style="list-style-type: none"> • Athletic stance • Keep an eye on the ball • Reach way back • Run in control • Hand firm and open 	<ul style="list-style-type: none"> • See how many good sets you can get in a row • Get good form on the spike 3 out of 5 times
---	--	--	--

<ul style="list-style-type: none"> in groups of 2 ahead of time. 			
<p>Informing Task: Nice job group. Now, lets use the nets this time. I want the spiker to point out the spot on the other side of the net they'll be using as a target, and see if they can hit it.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 5 volleyball or badminton courts will be set up. 5 volleyballs and 15 rubber volleyballs will be spread out equally in the 4 hoops in each corner of the gym. Students are divided up in groups of 2 ahead of time. 	<ul style="list-style-type: none"> Make your target about 5 feet or so on the other side of the net. If it's too easy, feel free to pick spots that are further away on the court If it's too hard, keep working on five feet, or even closer if it's easier. 	<ul style="list-style-type: none"> Athletic stance Keep an eye on the ball Reach way back Run in control Hand firm and open 	<ul style="list-style-type: none"> Let's see the setter get 7 good sets in a row. If so, see how far you can go. Let's see if the spiker can hit the target 3 out of 5 times. That sounds like a good number.
<p>Informing task: Let's make this 3 way. One more partner will join you, and that person will be on the other side of the net. We'll be doing the same thing as before, only this time, the spiker will hit it at the person on the other side. That person will attempt to bump or set the ball up, and then catch it. This is purely introductory to defending a spike. I'm not going to teach anything on it, so just see how you do.</p>			
<ul style="list-style-type: none"> Have person on the other side stand about 8 feet away Setter and spiker are still on the same side Have students rotate after 10 hits each 	<ul style="list-style-type: none"> If it's too hard for the defender, don't spike the ball as hard If it's too easy, hit the ball harder, or make the defender move around a bit to block it 	<ul style="list-style-type: none"> Athletic stance Keep an eye on the ball Hand firm and open Reach way back 	<ul style="list-style-type: none"> Can the defender defend a spike 2 out of 5 times? Let's find out
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> Now I want you think of a couple of cues we used to do a set pass. Now think of some cues for a spike. I want you to picture a free ball coming over the net; I want you to picture the receiving team getting ready to set up for the attack. Now I want you to tell the person next to you, what that would look like. 			

Physical Education Program
Volleyball: put bump, set, and spike together
Lesson Plan #13

Objectives:

A. Student:

By the end of class, the students will be able to work as a team in getting the ball over the net

- a. Flat platform- while using the forearm pass your arms should create a flat surface to strike the ball.
- b. Athletic stance- knees bent dominant foot slightly ahead of the other arms hanging in front of you.
- c. Absorb and extend- if the ball is coming a high speed you must absorb the ball by giving with your arms. If the ball is coming at a slower speed you must extend with your arms so the ball will get to your teammate.
- d. Hand firm and open
- e. Hit top of ball
- f. watch the ball
- g. arms close together

B. Teacher:

Equipment: (class size 30)

- 30 volleyballs
- 5 volleyball/badminton nets

Instant Activity: I feel like playing a game of tag. Get into groups of 3, and one of you grab a ball. One partner will have the ball (hitter), one will be the tagger, and the other person will be running from the tagger. Decide who you are now. The runner will toss the ball up to the hitter. The hitter will then bump or set the ball to the runner, who will be running from the tagger once the runner tosses it to the hitter. The tagger will try to tag the runner before the runner catches the ball from the hitter. The tagger has 3 chances to get the runner before switching roles. We'll do this for a few minutes.

Set Induction: Today we are going to work in all 3 of the offensive moves we have learned thus far. The bump, spike, and set. We are going to learn to combine them, and work as a team to get the ball over the net in the allotted 3 hits. Although I think we'll start with 4 hits to start off with.

Informing Task: We're going to start off with a quick 5 minute review of all that we've done so far. I want you to play catch with yourselves, but with a twist. You will toss the ball up to yourself, and you will then bump it in the air to yourself. When it comes down, you will set it up to yourself, and when it comes down again, you will finally spike it into the ground and do it again. We'll do this for 5 minutes.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students will be spread out around the gym • 5 volleyball or badminton courts will be set up • Background music will be playing 	<ul style="list-style-type: none"> • If this is too easy for you, then spike the ball into the ground and play it again. Don't take a break. Always be moving, and ready to hit the ball 	<ul style="list-style-type: none"> • Hit it high, so you can get under it and get ready. • Athletic stance • Eye always on the ball • Remember cues for various hits 	<ul style="list-style-type: none"> • See how many hits in a row you get before finally missing one
<p>Informing task: It's time to break out the nets and play a game of "hot potato." Get in groups of 3 with 1 volleyball. One person be the bumper, one the setter, and 1 the spiker. Choose who you are now. The bumper will bump the ball to the setter, who will set the ball to the spiker, who will spike the ball over the net. After retrieving the ball rotate clockwise and take on that role</p>			
<ul style="list-style-type: none"> • Students will be spread out around the gym • 5 volleyball or badminton courts will be set up 	<ul style="list-style-type: none"> • If this is too easy for your group, then get another ball, and after hitting the first ball, hit the 	<ul style="list-style-type: none"> • Watch the ball • Ready position • Athletic stance • Cues for using a bump, set, and spike 	<ul style="list-style-type: none"> • Let's do this for about 10 minutes.

<ul style="list-style-type: none"> • Background music will be playing • Students will be in groups of 3 	<p>second one right after it, so there are no breaks</p> <ul style="list-style-type: none"> • Also, if the spiker wants to, feel free to point out a target on the other side of the net and see if you can hit it 		
<p>Informing Task: we are now going to make this more like true volleyball. Take a look at the team to your right. That team is going to join your team. There are now 6 of you on one court, which is the number in real volleyball. Now, you only get to use 3 hits to get the ball over the net. Once again, I want you to use all 3 of the hits we've learned to get the ball over the net. If you can't get all 3 hits, then you will start over. I want you to concentrate on talking. A ball may be hit near 2 teammates, so remember to yell that you got it, so there won't be anyone running into anyone else. You think it's easy now, but wait till you try it.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students will be in groups of 6 • Background music will be playing • 5 volleyball nets are set up • Each group only has 1 ball 	<ul style="list-style-type: none"> • If it's too easy for you, then try and hit the ball over in less than the 3 hits allowed. But if it's not a spike then there is a very good likelihood that the ball will be returned, so try to get a good spike in 2 hits • If it's still too easy, then get a 	<ul style="list-style-type: none"> • Talk to each other • Athletic stance • Watch the ball • Assist your teammates by yelling who the ball is going to • Cues for the 3 hits we've learned 	<ul style="list-style-type: none"> • See if you can get the ball over the net in the 3 allowed hits 5 times in a row. Remember, you have to use all 3 different hits

	second ball going at the same time as the first one. That should be interesting		
<p>Informing Task: it's time for a game of 3 on 3. You will go against the same team your team was just with. You must use 3 hits before hitting the ball over the net, and you must use all 3 hits. This goes for both sides. It doesn't matter what order the hits are used in. You just have to get off all 3 hits before the ball goes back over the net.</p>			
<ul style="list-style-type: none"> • Students will be in groups of 3 • One group will be on each side of a net • 5 volleyball nets will be up 	<ul style="list-style-type: none"> • If it's too easy for you, then try playing with 2 balls at once 	<ul style="list-style-type: none"> • Talk to each other • Watch the ball • Athletic stance • Ready position • Cues for the 3 hits 	<ul style="list-style-type: none"> • Feel free to keep score if you want. Otherwise just have fun
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Tell me the cues for all 3 hits • When it comes to playing with teams, what are a couple of cues I gave you (answer = talk to each other) • How many hits are you allowed before you must hit the ball over the net 			

Physical Education Program
Volleyball: “bump, set, and hit”
Lesson Plan #14

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the forearm pass, a set, and a hit.

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- c. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- d. “Use a step hop”=step with one foot, and hop onto both feet.
- e. Students will be able to demonstrate the “window” cue with their hands
- f. Students will be able to set to a target from the setting position.

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 15 volleyballs
- 2 15 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Singles Bump*: This activity is intended to warm up the students' forearms for the practice in using the forearm pass. Each student will go to 1 of the 4 hula hoops you have around the gym that have volleyballs in them and grab volleyball. They will find an area along the baseline of the basketball court and then they will get in row of 5 and will spread out toward the half court line. You will now demonstrate what the drill looks like so your students can begin practicing. Each student will begin by throwing the volleyball in the air and slightly in front of them and they will try to bump the ball one time and then catch the ball. This drill will be used before the lesson begins so you can assess how skillful your students already are at the skill.

Set Induction: How many students have watched volleyball before? How many of you have played volleyball, either on a team or just for fun? What is the first pass used in a volleyball match? That is right, a bump or forearm pass. This is the first thing we are going to review today in our volleyball unit.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. Volleyball nets are 7'4 1/8" for women and 7'11 5/8 for men between the age of 15 and 18. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Students are divided up into groups of 3 ahead of time. Ideally each group will have at least one student who has volleyball experience. 			

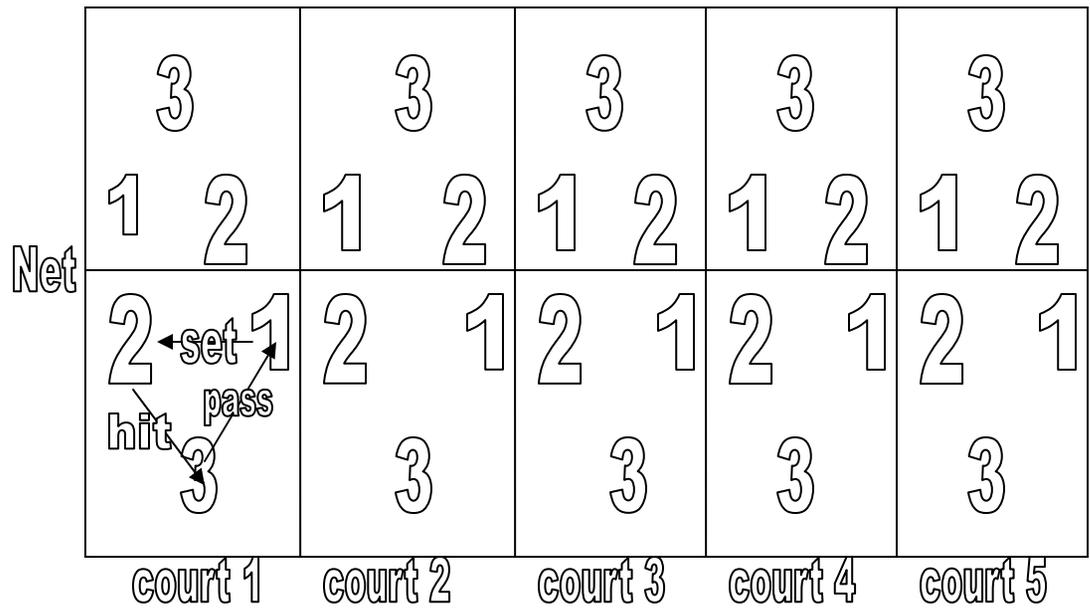
Informing Task: When I say go I want you to get in groups of two and practice your bumping, setting, and hitting. How we are going to do this is the first person will be the bumper the second person will be the setter, and then the first person will hit it and then it will start with a bump, go into a set, then another hit. Demonstrate the activity. Go!!!

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure that a group of two demonstrate the task • Make sure you have volleyballs set up throughout the gym • Have nets set up. • Make sure students are set up correctly. • See Diagram 	<ul style="list-style-type: none"> • Start out easy with your partner don't hit the ball too hard and try to make it so you don't have to move • Begin bumping away from partner so they have to move to set the volleyball • Start hitting the ball harder so your partner has to move quickly to get it. 	<ul style="list-style-type: none"> • I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. Weight on the balls of your feet. • I want the passers to use a flat platform by creating a flat surface with your arms. • Use your legs and very little arm motion to push the ball to the target • The hitter needs to have their feet to the ball. This means that their feet are pointed in the direction that the ball is coming from. • Remember that a good set must be a rainbow set of at least 4 feet high so work on that while 	<ul style="list-style-type: none"> • How long can you and your partner stay in a good athletic stance while rallying • How many times can you rally the volleyball in a row. Can you make 5 hits before it hits the ground?

		<ul style="list-style-type: none"> setting to the wall. Remember to use your finger pads while setting. 	
<p>Informing Task: When I say go I want you to get in groups of three and begin bumping, setting and hitting. I want person #1 to be the passer, person #2 to be the setter, and person #3 to be the hitter. I want the hitter to hit it back to the passer and continue in that rotation until the rally is over. After the rally I would like you to rotate clockwise so you have a new job.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Make sure that a group of three demonstrates the task Make sure you have volleyballs set up throughout the gym Have nets set up. Make sure students are set up correctly. See Diagram 	<ul style="list-style-type: none"> When the volleyball hits the group make sure to rotate clockwise. Hit the volleyball so your partner doesn't have to move to hit it. Hit the volleyball so your partner has to move to hit it. 	<ul style="list-style-type: none"> I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. Weight on the balls of your feet. I want the passers to use a flat platform by creating a flat surface with your arms. Use your legs and very little arm motion to push the ball to the target The hitter needs to have their feet to the ball. This means that their feet are pointed in the direction that the ball is coming from. 	<ul style="list-style-type: none"> How many times can you and your partners hit the volleyball before it hits the ground? How many times can the passer use a flat platform while passing out of 3?

		<ul style="list-style-type: none">• Remember that a good set must be a rainbow set of at least 4 feet high so work on that while setting to the wall.• Remember to use your finger pads while setting.	
Closure/Assessment: <ul style="list-style-type: none">• I want you to show me how to correctly execute a bump pass without using a volleyball.• What are four cues that we used today?<ul style="list-style-type: none">“Athletic stance”“Flat platform”“Use your legs”“Hand Position”“Finger Pads”“Rainbow sets”“feet to the ball”			

	1	1	1	1	1
	2	2	2	2	2
Net	2	2	2	2	2
	set				
	hit	1	1	1	1
	pass				
	court 1	court 2	court 3	court 4	court 5



Physical Education Program
Volleyball: “bump, set, and hit”
Lesson Plan #15

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the forearm pass, a set, and a hit.

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- c. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- d. “Use a step hop”=step with one foot, and hop onto both feet.
- e. Students will be able to demonstrate the “window” cue with their hands
- f. Students will be able to set to a target from the setting position.

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 15 volleyballs
- 2 15 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *2 man pepper:* When I say go, everyone needs to find a partner and being practicing setting, passing and tapping with there partner 10ft. apart. You want to keep the ball under control seeing how many times you and your partner can hit the ball in a row.

Set Induction: How many students have watched volleyball before? How many of you have played volleyball, either on a team or just for fun? What is the first pass used in a volleyball match? That is right, a bump or forearm pass. This is the first thing we are going to review today in our volleyball unit.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. Volleyball nets are 7'4 1/8" for women and 7'11 5/8 for men between the age of 15 and 18. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Students are divided up into groups of 3 ahead of time. Ideally each group will have at least one student who has volleyball experience. 			

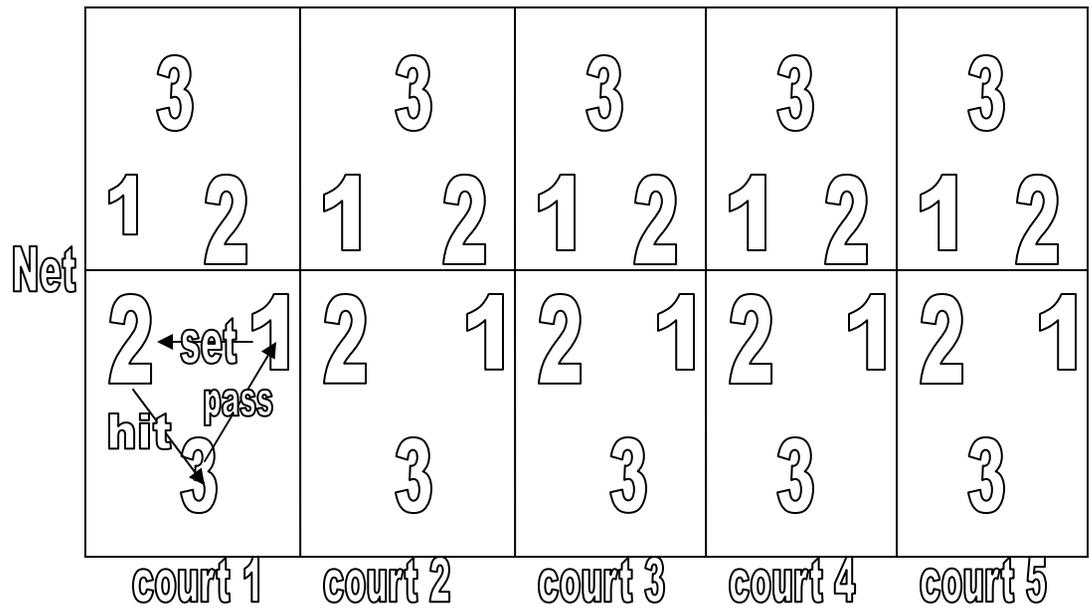
Informing Task: When I say go I want you to get in groups of two and practice your bumping, setting, and hitting. How we are going to do this is the first person will be the bumper the second person will be the setter, and then the first person will hit it and then it will start with a bump, go into a set, then another hit. Same drill as we did yesterday but still demonstrate the activity. Go!!!

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure that a group of two demonstrate the task • Make sure you have volleyballs set up throughout the gym • Have nets set up. • Make sure students are set up correctly. • See Diagram 	<ul style="list-style-type: none"> • Start out easy with your partner don't hit the ball too hard and try to make it so you don't have to move • Begin bumping away from partner so they have to move to set the volleyball • Start hitting the ball harder so your partner has to move quickly to get it. 	<ul style="list-style-type: none"> • I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. Weight on the balls of your feet. • I want the passers to use a flat platform by creating a flat surface with your arms. • Use your legs and very little arm motion to push the ball to the target • The hitter needs to have their feet to the ball. This means that their feet are pointed in the direction that the ball is coming from. • Remember that a good set must be a rainbow set of at least 4 feet high so work on that while setting to the wall. • Remember to use your finger pads while 	<ul style="list-style-type: none"> • How long can you and your partner stay in a good athletic stance while rallying • How many times can you rally the volleyball in a row. Can you make 5 hits before it hits the ground?

		setting.	
<p>Informing Task: When I say go I want you to get in groups of three and begin bumping, setting and hitting. I want person #1 to be the passer, person #2 to be the setter, and person #3 to be the hitter. I want the hitter to hit it back to the passer and continue in that rotation until the rally is over. After the rally I would like you to rotate clockwise so you have a new job. Go!</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure that a group of three demonstrates the task • Make sure you have volleyballs set up throughout the gym • Have nets set up. • Make sure students are set up correctly. • See Diagram 	<ul style="list-style-type: none"> • When the volleyball hits the group make sure to rotate clockwise. • Hit the volleyball so your partner doesn't have to move to hit it. • Hit the volleyball so your partner has to move to hit it. 	<ul style="list-style-type: none"> • I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. Weight on the balls of your feet. • I want the passers to use a flat platform by creating a flat surface with your arms. • Use your legs and very little arm motion to push the ball to the target • The hitter needs to have their feet to the ball. This means that their feet are pointed in the direction that the ball is coming from. • Remember that a good set must be a rainbow set of at least 4 feet high 	<ul style="list-style-type: none"> • How many times can you and your partners hit the volleyball before it hits the ground? • How many times can the passer use a flat platform while passing out of 3?

		so work on that while setting to the wall. <ul style="list-style-type: none">• Remember to use your finger pads while setting.	
Closure/Assessment: <ul style="list-style-type: none">• I want you to show me how to correctly execute a bump pass without using a volleyball.• What are four cues that we used today?<ul style="list-style-type: none">“Athletic stance”“Flat platform”“Use your legs”“Hand Position”“Finger Pads”“Rainbow sets”“feet to the ball”			

	1	1	1	1	1
	2	2	2	2	2
Net	2 set	2	2	2	2
	1 hit	1	1	1	1
	1 pass				
	court 1	court 2	court 3	court 4	court 5



Physical Education Program
Volleyball: Defending against a hit (spike)
Lesson # 16

Objectives:

A. Student:

1. The student will be able to anticipate where a ball is going before it gets over the net.
2. The student will demonstrate the ability to get into position to defend a ball over the net, and bump or set the ball successfully to a teammate.

B. Teacher:

Equipment (30 students)

- 15 volleyballs
- 5 volleyball nets
- 4 hula-hoops

Instant Activity: Hello everyone, today we are going to open up with a quick workout activity. You are going to start by doing a slide down the court, the next activity will be running backwards down the court, followed by a skip down the court, and then a gallop back down the court, and lastly a run back down the court. We will do this same sequence for a few minutes to get you warmed up.

Set Induction: Well, I hope you're all breathing hard. That activity was designed to help you on your foot work for defense. We are going to continue our volleyball unit today, however we are going to take a look at defense. We've done offense up until now, so we are going to take a look at defense for the next couple of days.

MAF/ Instructional Technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students are in a semi-circle around the teacher • Students will have partnered up with another student 			

Informing Task: Alright, the first thing we are going to work on is our footwork. I want you to spread out around the gym with your partner. You guys are going to have a race. The activities we did in the instant activity will be used here. We are going to practice them by running around the gym doing them and you are going to race to see which partner wins.

<ul style="list-style-type: none"> • Students are spread out around the gym with their partners • No student will have a ball 	<ul style="list-style-type: none"> • Speed isn't everything. While I am making it a race, I want you to concentrate more on your footwork. Stay balanced, don't get crossed-up, and when you get comfortable, don't look down at your feet. Try to do the exercises naturally. 	<ul style="list-style-type: none"> • Don't look down • Concentrate on your feet • All of these activities are smooth, don't force it • Avoid trying too hard. Bad things will happen. 	<ul style="list-style-type: none"> • See if you can stay upright doing each of the exercises at least half of the time. Also, see who will be fastest between you and your partner.
---	---	---	--

Informing Task: Now that we have worked on your footwork, we are going to work on your individual defense. This is where you and your partner will work together and help each other.

<ul style="list-style-type: none"> • Students are with their partners at a net, each student on a different side of the net • Each pair of partners has 1 ball 	<ul style="list-style-type: none"> • With your footwork improved, we are going to have your partner hit the ball to you. You are going to either bump or set the ball to yourself, roll it under the net back to your partner and do it again. Do this 10 times and switch positions 	<ul style="list-style-type: none"> • Anticipate if the ball will be near the net or toward the back of the court before it goes over the net <ul style="list-style-type: none"> • Watch the ball • Decide quickly if you will use a set or a bump • Be in your athletic stance, ready to move • Expect the ball to come to you 	<ul style="list-style-type: none"> • See if you can successfully bump the ball up to yourself 8 times in a row
<ul style="list-style-type: none"> • Students are with their partners at a net, each student on a different side of the net • Each pair of partners has 1 ball 	<ul style="list-style-type: none"> • If this is too easy for you, then let's make you run. Have your partner hit the ball and make you run after it. See if you can get into position and ready, because this will get you a better bump or set. Switch positions after 8 hits. 	<ul style="list-style-type: none"> • Anticipate if the ball will be near the net or toward the back of the court before it goes over the net <ul style="list-style-type: none"> • Watch the ball • Decide quickly if you will use a set or a bump • Be in your athletic stance, ready to move • Expect the ball to come to you 	<ul style="list-style-type: none"> • See if you can successfully bump the ball up to yourself 5 times in a row

<ul style="list-style-type: none"> • Students are with their partners at a net, each student on a different side of the net • Each pair of partners has 1 ball 	<ul style="list-style-type: none"> • Now that you have hit the ball to yourself, it is time for you to hit it to a teammate. A partner will join your group from another group, so you now have 3 in your group. We will be doing the same thing, only this time you will bump/set the ball to your teammate without making him move. Do this 5 turns and then rotate clockwise. You can have the person hitting the ball to you hit it so you stand still, or make you run, which ever you can do successfully, but is also a challenge. 	<ul style="list-style-type: none"> • Anticipate if the ball will be near the net or toward the back of the court before it goes over the net • Watch the ball • Decide quickly if you will use a set or a bump • Be in your athletic stance, ready to move • Expect the ball to come to you 	<ul style="list-style-type: none"> • See if you can successfully hit the ball to your teammate 7 times in a row
--	--	--	--

Closure/Assessment: Show me some good footwork that will help you play defense. Very good, now I want you to tell me 2 cues I gave you that will help you be prepared to play defense successfully (expect the ball to come to you, be in your athletic stance, anticipate where the ball is going). Good job everyone, have a good day.

Physical Education Program
Volleyball: Defense (cont'd.)
Lesson # 17

Objectives:

A. Student:

1. The student will be able to point out his/her ability to defend, and explain what to do should a teammate be out of position.
2. The student will demonstrate the ability to defend a ball by working well with teammates.

B. Teacher:

Equipment (30 students)

- 15 volleyballs
- 5 volleyball nets
- 4 hula-hoops

Instant Activity: *Hot Potato:* This activity will help the students react quickly to the volleyball. The teacher will toss the ball to a

student, who will then hit the ball wherever he wants, and will call out another students name before hitting it. That student whose name was called will then run after it, call out another students name, and then that student will do the same thing. Meanwhile, all of the other students will be running backwards and doing slides around the gym.

Set Induction: Now that we have gotten going, we are going to continue on what we did from yesterday. Last time, we worked on individual defense, but today I will show you how to play defense as a team.

MAF/ Instructional Technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students will be in a semi-circle around teacher • Students will be in groups of 6 • Students will know what net they go to 			

Informing Task: Today, we are going to be in a game-like activity most of the day. With your team, go to a net with a ball, and go to the different positions. Another team will be on the other side, and you are going to work on defense with each other, after you learn how to play defense together.

<ul style="list-style-type: none"> • Students will be in groups of 6 • Each group will have 1 ball • Background music will be playing 	<ul style="list-style-type: none"> • 1 person on the team will toss the ball up to someone else. Your team will then be allowed 3 hits to hit the ball back over the net. I want you to rotate clockwise after 3 turns. 	<ul style="list-style-type: none"> • Be sure of where your area to defend is • Talk to your teammates to see who will hit the ball • Always be expecting the ball to come to you • Be in your athletic stance 	<ul style="list-style-type: none"> • See if you can successfully hit the ball over the net as a team 5 times in a row without messing up and without any confusion.
--	--	---	--

<ul style="list-style-type: none"> • Students will be in groups of 6 • Each group will have 1 ball • Background music will be playing 	<ul style="list-style-type: none"> • If this is too easy, then feel free to add a second ball into the fray and do the same thing. Make 5 turns and then rotate clockwise again. 	<ul style="list-style-type: none"> • Be sure of where your area to defend is • Talk to your teammates to see who will hit the ball • Always be expecting the ball to come to you • Be in your athletic stance 	<ul style="list-style-type: none"> • See if you can successfully hit the ball over the net as a team 3 times in a row without messing up and without any confusion.
<ul style="list-style-type: none"> • Students will be in groups of 6 • Each group will have 1 ball • Background music will be playing 	<ul style="list-style-type: none"> • Now, I want to see how you all can adjust as a team. 1 of you will hit the ball, which will count as 1 of the 3 allotted hits that you are allowed. When the teammate runs over to hit it, I want to see your team rotate positions to cover for the teammate. After the person runs to hit the ball, someone else has to watch his position, and then someone will have to watch that person's position, and so on. Cover for each other, back each other up, and get ready, because in a real game the ball will be coming right back over. 	<ul style="list-style-type: none"> • Be sure of where your area to defend is • Talk to your teammates to see who will hit the ball • Always be expecting the ball to come to you • Be in your athletic stance • Back up your teammates • Call that you have your teammates back 	<ul style="list-style-type: none"> • Let's see if you can hit the ball over the net 4 times in a row as a team without confusion, and competently covering for each other.

<ul style="list-style-type: none"> • Students will be in groups of 6 • Each group will have 1 ball • Background music will be playing 	<ul style="list-style-type: none"> • If this is too easy for you, then throw in 2 balls and do the same thing. 	<ul style="list-style-type: none"> • Be sure of where your area to defend is • Talk to your teammates to see who will hit the ball • Always be expecting the ball to come to you • Be in your athletic stance • Back up your teammates • Call that you have your teammates back 	<ul style="list-style-type: none"> • Let's see if you can hit the ball over the net 3 times in a row as a team without confusion, and competently covering for each other.
--	---	---	---

Closure/Assessment: I will walk around and see if the students are working as a team. Are they talking to each other, are they covering each other, are they telling each other who should have the ball, are they hitting the ball to teammates when appropriate, and are they hitting it across the net when appropriate. If these questions are not done correctly, then I will pull the students aside and talk to them and remind them what they need to work on.

Physical Education Program
Volleyball: “underhand serve”
Lesson Plan #18

Objectives:

A. Student:

By the end of the class, the students will be able to perform a serve from one side of the net to the other side.

- a. Students will demonstrate the correct ways in which the ball can be served. (underhand)
- b. Step with opposition
- c. Hit ball in front of you
- d. Follow through
- e. Knees bent
- f. Hit ball out of your hand

Standards

EALR's:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Bump Game, Set game:* Student's will get in their groups of three, and find another group to begin a game of "bump." All the teams can use to get the ball over is the bump. They must bump the ball three times, on the third bump the ball will be hit over the net. Teams will get a point every time the ball goes over the net after they hit it three times and the opposing team can't return the ball. Play for 2 minutes then switch into a game with sets only for 2 minutes.

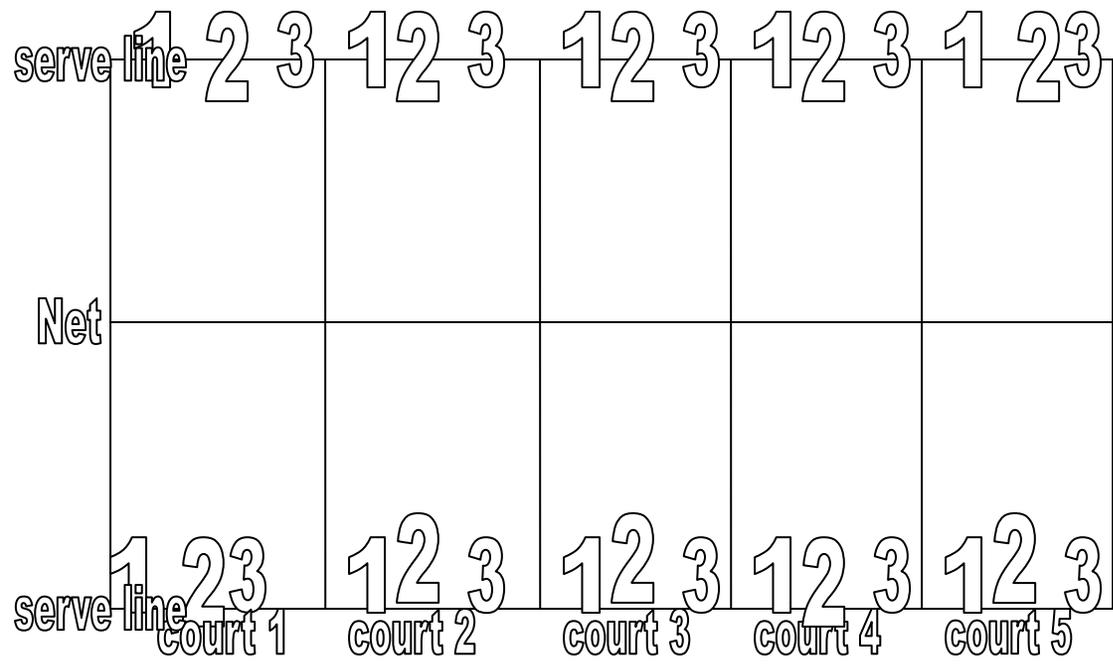
Set Induction: When you have watched a volleyball games how do they start the game? With a serve that is right, today we are going to work on serving the ball from behind the court line.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • Students are divided up in groups of 3. • The students are gathered around the teacher in a semi-circle. 			

Informing Task: When I say go I want you to get on the service line and spread out all the way down the court and make sure you can see me. Go!

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure the kids are spread out evenly • No volleyballs are needed at this time 	<ul style="list-style-type: none"> • I would like you all to follow along with me while I demonstrate the underhand serve. • Go over all the refinements with the students before you turn them loose and give them volleyballs. 	<ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you • Follow through • Knees bent • Hit ball out of your hand 	<ul style="list-style-type: none"> • How many times out of 5 can you step with your opposite foot? • How many times out of 3 can you keep your knees slightly bent? • What are two things that are important while were serving?
<p>Informing Task: When I say go I want you to get a volleyball and find an open place on the wall and begin serving the ball against the wall. Demonstrate what you want it to look like. Go!!!</p>			
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • Make sure you have the volleyballs spread out throughout the gym 	<ul style="list-style-type: none"> • Stand 15 foot from the wall and try to make the volleyball hit the wall at 12 foot high • Stand 20 foot from the wall and try to make the volleyball hit the wall at 12 foot high. 	<ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you • Follow through • Knees bent • Hit ball out of your hand 	<ul style="list-style-type: none"> • How many times out of 10 can you hit the wall? • How many times in a row can you follow through?
<p>Informing Task: When I say go I want you to get a volleyball and this half of the class get on this side of the nets. This half of the class get on that side of the net both of you behind the serving line. Show them where the serving line is. What I would like you to do is practice hitting the volleyball across the net using the underhand serve we just learned. Demonstrate. Go!!!</p>			
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • See diagram 	<ul style="list-style-type: none"> • Try to make the volleyball go over the net • Try to make the volleyball go over the net and land in the court • Try to make the 	<ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you • Follow through • Knees bent • Hit ball out of your hand 	<ul style="list-style-type: none"> • How many times can you hit the ball out of your hand in a row? • How many times can you hit the ball over the net out of 3 attempts?

	volleyball go over the net and land in the back of the court <ul style="list-style-type: none">• Try to make the volleyball go over the net and land in the front of the court.		
<p>Closure: What are three things we need to do to ensure a quality underhand serve?</p> <ul style="list-style-type: none">• Step with opposition• Hit ball in front of you• Follow through• Knees bent• Hit ball out of your hand <p>Are there any questions?</p>			



Physical Education Program
Volleyball: “overhand serve”
Lesson Plan #19

Objectives:

A. Student:

By the end of the class, the students will be able to perform a serve from one side of the net to the other side.

- a. Students will demonstrate the correct ways in which the ball can be served. (overhand)
- b. Step with opposition
- c. Hit ball in front of you slightly above your head
- d. Follow through
- e. Knees bent
- f. Hit ball with an open hand
- g. Toss ball in the air

Standards

EALR's:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Underhand serve.* When I say go I want 15 of you behind this service line on one side of the gym, and the other 15 of you on this side of the net behind the service line. I would now like you to serve the volleyball underhand across the net. Go!!!

Set Induction: Today I'm going to teach you the secrets on how to make an overhand serve go over the net and score a point for your team.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none">• 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available.• 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym.• Students are divided up in groups of 3.• The students are gathered around the teacher in a semi-circle.			

Informing Task: When I say go I want you to get on the service line and spread out all the way down the court and make sure you can see me. Go!

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure the kids are spread out evenly • No volleyballs are needed at this time 	<ul style="list-style-type: none"> • I would like you all to follow along with me while I demonstrate the overhand serve. • Go over all the refinements with the students before you turn them loose and give them volleyballs. 	<ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you slightly above your head • Follow through • Knees bent • Hit ball with an open hand • Toss ball in the air 	<ul style="list-style-type: none"> • How many times out of 5 can you step with your opposite foot? • How many times out of 3 can you keep your knees slightly bent? • What are two things that are important while serving?
<p>• Informing Task: When I say go I want you to get a volleyball and find an open place on the wall and begin serving the volleyball overhand against the wall. Demonstrate what you want it to look like. Go!!!</p>			
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • Make sure you have the volleyballs spread out throughout the gym 	<ul style="list-style-type: none"> • Stand 15 foot from the wall and try to make the volleyball hit the wall at 12 foot high • Stand 20 foot from the wall and try to make the volleyball hit the wall at 12 foot high. 	<ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you slightly above your head • Follow through • Knees bent • Hit ball with an open hand • Toss ball in the air 	<ul style="list-style-type: none"> • How many times out of 10 can you hit the wall? • How many times in a row can you hit the ball with an open hand?
<p>Informing Task: When I say go I want you to get a volleyball and this half of the class get on this side of the nets. This half of the class get on that side of the net. I would like everyone behind the serving line. What I would like you to do is practice hitting the volleyball across the net using the overhand serve we just learned. Demonstrate. Go!!!</p>			
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like 	<ul style="list-style-type: none"> • Try to make the volleyball go over the net • Try to make the volleyball go over the 	<ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you slightly above your head • Follow through 	<ul style="list-style-type: none"> • How many times can you hit the ball out of your hand in a row? • How many times can you hit the ball over the

<ul style="list-style-type: none"> • See diagram 	<p>net and land in the court</p> <ul style="list-style-type: none"> • Try to make the volleyball go over the net and land in the back of the court • Try to make the volleyball go over the net and land in the front of the court. 	<ul style="list-style-type: none"> • Knees bent • Hit ball with an open hand • Toss ball in the air 	<p>net out of 3 attempts?</p>
<p>Closure: What are three things we need to do to ensure a quality overhand serve?</p> <ul style="list-style-type: none"> • Step with opposition • Hit ball in front of you slightly above your head • Follow through • Knees bent • Hit ball with an open hand • Toss ball in the air <p>Are there any questions?</p>			

Physical Education Program
Volleyball: receiving the serve
Lesson Plan #20

Objectives:

A. Student:

By the end of the class the students will be able to demonstrate how to correctly receive a serve from the server and what to do with it.

B. Teacher:

Equipment: (class size 30)

- 15 volleyballs
- 5 volleyball nets
- 4 hula-hoops
- 1 nerf ball
- 2 hockey nets

Instant Activity: Today, we're going to open up with one of my favorite activities I like to call hand ball. For those who don't remember how to play, the goal of the game is to get the ball in the net. You do this by throwing the ball up the court to your teammates, but the catch is when you catch the ball, you can't move. You take a step, stop, and look for another teammate to throw the ball to. Every time the ball hits the ground, it's a turnover and the other team gets it, so you had best catch the ball, right? Also, you can only try to throw the ball into the net on your offensive half of the court, no full court, or even $\frac{3}{4}$ court shots.

Set Induction: Your all probably wondering what the activity we just did had to do with volleyball. Well, today we are going to learn how to properly receive a serve, so that the other team can't score on you every time they serve.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. • 15 volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. • Students will have a partner 			

Informing Task: we are going to work on the hits that we can use to receive and eventually return a serve. We'll be working on what hits work best in what situation and why.

<ul style="list-style-type: none"> • Students are with their partners at a net, each partner on opposite sides of the net. • Each group of partners has 1 ball 	<ul style="list-style-type: none"> • Remember that on a low serve you want to bump the ball up, because on low hits, bumps are the best to use • On high hit serves, use sets, because they are the best to use on high serves. • You want to bump or set the ball to yourself, 	<ul style="list-style-type: none"> • Athletic stance • Ready to use a bump or a set • Watch the ball • Try to see where the ball is going before it gets over the net 	<ul style="list-style-type: none"> • See if you can receive the serve 7 times in a row.
--	--	---	--

	<p>so you get a feel of what it should be like</p> <ul style="list-style-type: none"> • Switch positions after 5 hits. 		
<ul style="list-style-type: none"> • Students are with their partners at a net, each partner on opposite sides of the net. • Each group of partners has 1 ball • Partners can get a group of 3 if they choose 	<ul style="list-style-type: none"> • If this is too easy for you, then a third person can join you on offense, and then you can bump or set the ball to your new teammate and you can return it over the net. Rotate clockwise after 5 hits. 	<ul style="list-style-type: none"> • Athletic stance • Ready to use a bump or a set • Watch the ball • Try to see where the ball is going before it gets over the net 	<ul style="list-style-type: none"> • See if you can bump or set the ball to your partner 9 times in a row.
<p>Informing Task: When do you hit the ball over the net after receiving the pass. Truthfully, you want to avoid this as much as possible, because you can get a better hit when you utilize your hits. However, there are times that you just have to, like say a ball is served to you, but it is really low, and you can't get under it enough to bump the ball up to a teammate. In this situation, you want to hit the ball over the net because it is the best shot you have.</p>			
<ul style="list-style-type: none"> • Students are back with one partner • Each student is on a different side of the net. • Each group has 1 ball 	<ul style="list-style-type: none"> • The left side of the net is receiving the serve. The partner on the other side will toss the ball over to their partner, but really low, so that the student has to hit a line drive. If the ball gets past the tape (already set out), then the bumper gets 3 points. Rotate doing this after every 5 hits. 	<ul style="list-style-type: none"> • Watch the ball • Get low • Hit the ball to the back of the court, but not out of bounds. • Talk to your teammate to see who will receive the ball 	<ul style="list-style-type: none"> • The partner with the most amount of points wins.
<ul style="list-style-type: none"> • Students can be in groups of 3 if they wish. • Each group has 1 ball 	<ul style="list-style-type: none"> • If this is too easy for you, then have a third person join your group. 	<ul style="list-style-type: none"> • Watch the ball • Get low • Hit the ball to the back 	<ul style="list-style-type: none"> • See if you can do both types of receiving methods 10 times in a

<ul style="list-style-type: none"> • 2 students are on the receiver's side of the net. 	<p>This person will go to the receiver's side of the court. when the tosser throws the ball over, the tosser can choose to throw the ball however he wants, so the receiver can hit the ball up to their teammate, or the receiver can hit it back over to the tosser. The receiver now has the choice. Rotate clockwise after every 5 turns.</p>	<p>of the court, but not out of bounds.</p> <ul style="list-style-type: none"> • Athletic stance • Ready to use a bump or a set • Watch the ball • Try to see where the ball is going before it gets over the net • Talk to your teammate to see who will receive the ball 	<p>row.</p>
<p>Closure/Assessment: what determines how you receive a serve?> The way that the ball is hit, and where the ball is hit. What are your options when receiving a serve?> Hit the ball up using a bump or a set, or returning the ball over the net.</p>			

Physical Education Program
Volleyball: Scoring and rotation
Lesson Plan #21

Objectives:

A. Student:

By the end of the class the students will be able to score and rotate in the correct position.

- a. Students will learn the clockwise rotation
- b. Students will show the correct way to keep score (say their score first) and say it before every serve.

B. Teacher:

Equipment: (class size 30)

- 15 volleyballs
- 15 trainer volleyballs
- 5 volleyball nets
- 4 hula-hoops

<p>Instant Activity: "To get started today you are going to practice the volleying skills that we have been working on in previous classes. Do your best because I am going to be roaming around assessing how well you are doing with all of your skills. Find a partner, pick up a ball that suits both of you, and then find a good self space. Practice bumping and setting to each other. Spiking and serving are ok too.</p>			
<p>Set Induction: When you watch volleyball did you ever wonder how everyone knows what position to be in? How about how to score the game? Today we are going to learn how to do this.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. 			
<p>Informing Task: We are going to work on our scoring first, and the best way to do that is to put you in a game situation. We are going to play a little 6 on 6.</p>			
<ul style="list-style-type: none"> • Students are in groups of 6 on either side of a net. • There is 1 ball for both groups 	<ul style="list-style-type: none"> • This is a good chance to work on your skills, so take the time to practice what all you've learned so far. Before you serve, you must say the score. Every time before you serve, only the server can say the score, saying his team's score first. Play a game, and practice keeping score. 	<ul style="list-style-type: none"> • Only the server can say the score when they serve • The server must say their team's score first • Only on offense can a team score; the defense must allow the ball to hit the ground or they must hit it out of bounds, so the offense can score. 	<ul style="list-style-type: none"> • See which team scores the most amount of points.
<p>Informing Task: Now that we have worked on scoring, it is now time to work on your rotation, as well as the different positions.</p>			

<ul style="list-style-type: none"> • Students are in their same groups of 6. • There is still 1 ball for the 2 groups at 1 net. 	<ul style="list-style-type: none"> • Now that we have scoring down, it's time to work on our rotations. Remember that in a typical volleyball game, there are 6 positions on both sides of the ball. I want you to play a game working on both keeping score, and working on your rotations. 	<ul style="list-style-type: none"> • Remember that you rotate every time you get the ball back on offense after the other team messes up offensively. • Rotate before your serve. • Rotate in a clockwise rotation. • Those in the upper left rotate to the lower left • Those in the lower right rotate up to the server position in the upper right. • You don't rotate after you mess up offensively. Only when you get the ball back from the other team. 	<ul style="list-style-type: none"> • See if you can call the score correctly and rotate correctly 10 times in a row without messing up or having any questions.
<ul style="list-style-type: none"> • Students are near their net. • The students are in their group of 6 	<ul style="list-style-type: none"> • We're going to do the hokey pokey dance. Every time it says put you foot or hand in and out, we are going to rotate clockwise. 	<ul style="list-style-type: none"> • This exercise is meant to make sure you understand how to rotate • Rotate clockwise when you put your hand or foot in. 	<ul style="list-style-type: none"> • See if you only mess up 3 times at the most
<p>Closure/Assessment: What are the things we learned today? Show me what direction we rotate in.</p> <ul style="list-style-type: none"> • "direction of rotation" • "score every serve" • "winning point" 			

Physical Education Program
Volleyball: “defending against a hit”
Lesson Plan # 22

Objectives:

A. Student:

By the end of the class, the students will be able to demonstrate how to properly dig a volleyball after it has been spiked. Students will also be able to demonstrate how to call the volleyball so they don’t run into their teammates.

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Overhand serve.* When I say go I want 15 of you behind this service line on one side of the net, and the other 15 of you on this side of the net behind the service line. I would now like you to serve the volleyball overhand across the net. Go!!!

Set Induction: Today I'm going to teach you the secrets on how to dig a volleyball after it has been spiked.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none">• 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available.• 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym.• The students are gathered around the teacher in a semi-circle.			

Informing Task: When I say go I would like you to get a partner and begin spiking the volleyball at your partner from 10 feet away so your partner has to move quickly to dig the ball before it hits the floor. I don't want your partner to dive on the ground but I want the volleyball to be hit short and in front of them. Demonstrate the task. After you have a chance to dig 10 volleyballs switch rolls. Go!!!

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • Make sure you have the volleyballs spread out throughout the gym • See Diagram 	<ul style="list-style-type: none"> • Hit the volleyball softly and in front of your partner so they have to dig. • Hit the volleyball a little bit harder at your partner so they have to react quicker to it. • Hit the volleyball to the sides of you partner so they have to move to dig the volleyball 	<ul style="list-style-type: none"> • I want the passers to use a flat platform by creating a flat surface with your arms. • I want the passers to be in an athletic stance with their knees bent, dominant foot slight ahead of the other, and arms hanging relaxed in front of them. Weight on the balls of your feet. • Hand position 	<ul style="list-style-type: none"> • How many times out of 10 can you dig the volleyball before it hits the ground? • How many times out of 4 can you be in ready position before the volleyball is hit?

Informing Task: When I say go I would like you and your partner to find a net and for one of you to get on each side of the net. The partner on the south side of the net will be the tosser and they will toss the volleyball over the net while the other partner will dig the volleyball and make it go back over the net. Demonstrate task. Go!!!

<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • Make sure you have the volleyballs spread out throughout the gym • See Diagram 	<ul style="list-style-type: none"> • toss the volleyball over the net directly in front of your partner so they can dig it back over the net to you • toss the volleyball over the net to the sides of your partner so they have to move to dig the 	<ul style="list-style-type: none"> • I want the passers to use a flat platform by creating a flat surface with your arms. • I want the passers to be in an athletic stance with their knees bent, dominant foot slightly ahead of the other foot, 	<ul style="list-style-type: none"> • How many times out of 3 can you hit the volleyball over the net • How many times out of five can you be in a good athletic stance when your partner hits the ball
---	---	---	--

	volleyball back to you <ul style="list-style-type: none"> hit the volleyball harder over the net directly in front of your partner so they have to react quickly to dig the volleyball back to you 	and arms hanging relaxed in front of them. Weight on the balls of your feet. <ul style="list-style-type: none"> Hand position 	towards you?
--	---	--	--------------

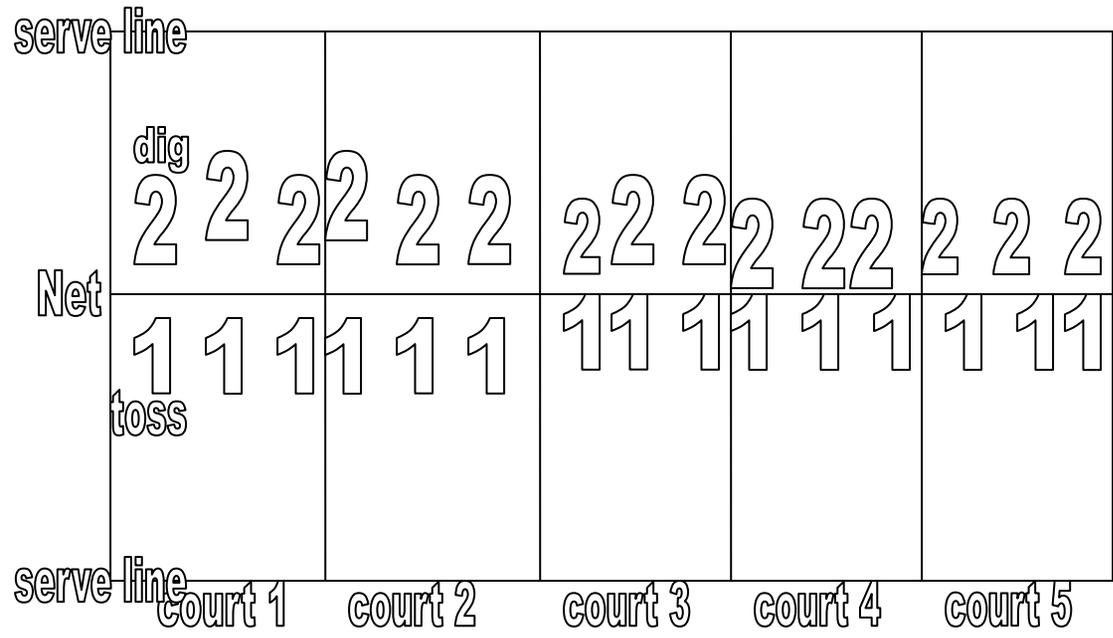
Closure:

What are 2 things that are really important to remember when we are digging a volleyball?

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven. Make sure your shoulders are rolled forward.
- e. “Use a step hop”=step with one foot, and hop onto both feet.

Any Questions?

serve line	3							
1	1		1		1	1		1 1
2	2		2		2	2		2 2
Net								
1 hit	1	1	1	1	1	1		1
2 dig	2	2	2	2	2	2		2
serve line	court 1	court 2	court 3	court 4	court 5			



Physical Education Program
Volleyball: “defending against a hit”
Lesson Plan # 23

Objectives:

A. Student:

By the end of the class, the students will be able to demonstrate how to properly dig a volleyball after it has been spiked. Students will also be able to demonstrate how to call the volleyball so they don't run into their teammates.

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven. Make sure your shoulders are rolled forward.
- e. “Use a step hop”=step with one foot, and hop onto both feet.

Standards

EALR's:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Underhand serve.* When I say go I want 15 of you behind this service line on one side of the net, and the other 15 of you on this side of the net behind the service line. I would now like you to serve the volleyball overhand across the net. Go!!!

Set Induction: Today were going to continue going over one of the most important aspects of volleyball which is the dig. The dig is a very exciting and entertaining aspect of volleyball. The only thing that is more impressive then a hard spike in volleyball is when the defender is able to dig the volleyball and allow their team to have a chance to make a point.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. 			

Informing Task: When I say go I would like you to get a partner and begin spiking the volleyball at your partner from 10 feet away so your partner has to move quickly to dig the ball before it hits the floor. I don't want your partner to dive on the ground but I want the volleyball to be hit short and in front of them. Demonstrate the task. After you have a chance to dig 10 volleyballs switch rolls. Go!!!

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • Make sure you have the volleyballs spread out throughout the gym • See Diagram 	<ul style="list-style-type: none"> • Hit the volleyball softly and in front of your partner so they have to dig. • Hit the volleyball a little bit harder at your partner so they have to react quicker to it. • Hit the volleyball to the sides of you partner so they have to move to dig the volleyball 	<ul style="list-style-type: none"> • I want the passers to use a flat platform by creating a flat surface with your arms. • I want the passers to be in an athletic stance with their knees bent, dominant foot slightly ahead of the other foot, and arms hanging relaxed in front of them. Weight on the balls of your feet. • Hand position 	<ul style="list-style-type: none"> • How many times out of 10 can you dig the volleyball before it hits the ground? • How many times out of 4 can you use a flat platform while digging the volleyball?
<p>Informing Task: When I say go I would like you and your partner to find a net and for one of you to get on each side of the net. The partner on the south side of the net will be the tosser and they will toss the volleyball over the net while the other partner will dig the volleyball and make it go back over the net. Demonstrate task. Go!!!</p>			
<ul style="list-style-type: none"> • Walk around the gym and give feedback to the children • Demonstrate what it is suppose to look like • Make sure you have the volleyballs spread out throughout the gym 	<ul style="list-style-type: none"> • toss the volleyball over the net directly in front of your partner so they can dig it back over the net to you • toss the volleyball over the net to the sides of your partner so they 	<ul style="list-style-type: none"> • I want the passers to use a flat platform by creating a flat surface with your arms. • I want the passers to be in an athletic stance with their knees bent, dominant foot slightly 	<ul style="list-style-type: none"> • How many times out of 3 can you hit the volleyball over the net • How many times out of five can you be in a good athletic stance when your

<ul style="list-style-type: none"> • See Diagram 	<p>have to move to dig the volleyball back to you</p> <ul style="list-style-type: none"> • hit the volleyball harder over the net directly in front of your partner so they have to react quickly to dig the volleyball back to you 	<p>ahead of the other foot, and arms hanging relaxed in front of them. Weight on the balls of your feet.</p> <ul style="list-style-type: none"> • Hand position 	<p>partner hits the ball towards you?</p>
---	--	--	---

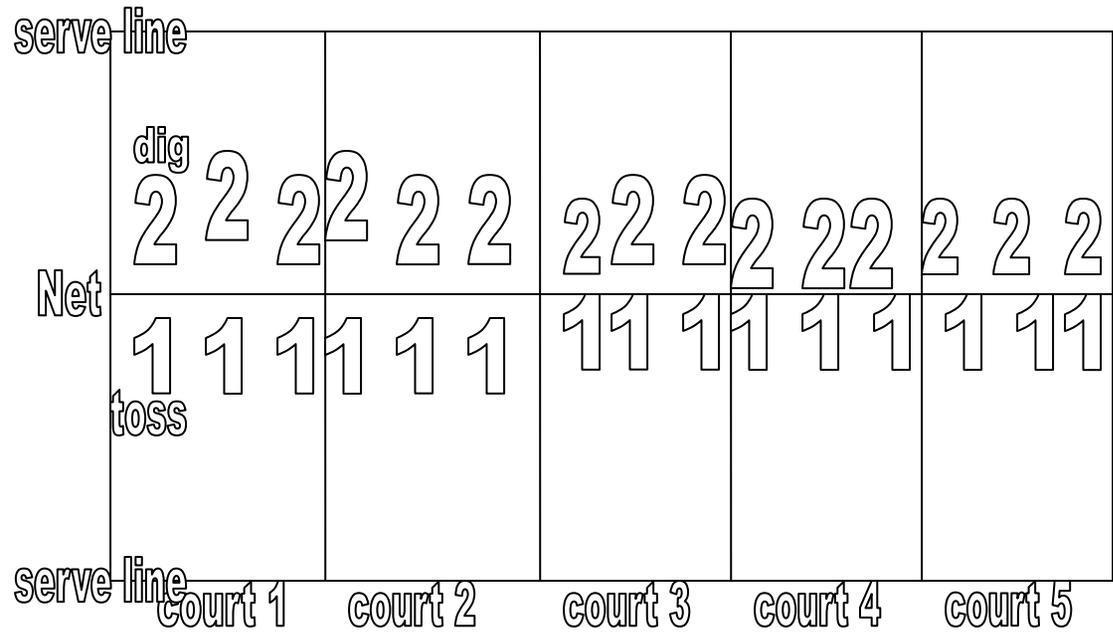
Closure:

What are 2 things that are really important to remember when we are digging a volleyball?

- “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- “use your legs”= use your legs, and very little arm motion to push the ball to the target
- “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven. Make sure your shoulders are rolled forward.
- “Use a step hop”=step with one foot, and hop onto both feet.

Any Questions?

serve line								
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
Net								
1 hit	1	1	1	1	1	1	1	1
2 dig	2	2	2	2	2	2	2	2
serve line								
	court 1	court 2	court 3	court 4	court 5			



Physical Education
Volleyball: Blocking
Lesson #24

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate how to recognize when a hit (spike) is coming, and demonstrate close to the correct way to block a spike.

- a. “Awareness/timing” = Recognize when a spike is coming, and then what to do. See what the other team is doing, and use it to your advantage. Timing is everything. Jump up when the hitters arm is beginning the swinging motion.
- b. “Jump” = bend your knees, reach as high as you can with your hands flat and open, use both hands, go high not far.

B. Teacher:

Equipment: (class size 30)

- 15 Volleyballs
- 15 volleyball nets
- 4 Hula-hoops

Instant Activity:

Before students arrive for class, spread out individual jump ropes (of different lengths) throughout the playing area. As soon as the students arrive, have them find a jump rope. When the teacher says, “go” the students can jump in any fashion that they choose. They may also jump with partners and make routines.

Set Induction: The last couple of days we have been playing volleyball. We have been practicing multiple offensive attacks as well as defensive positioning. A good defense relies a lot on the ability of the players to talk and position themselves. However, during the actual volleyball game, what do you believe the first line of defense against a hit is? (Student’s response: the block) That’s right. The defense starts with the blockers. Today we are going to practice blocking shots. This will be a two-day lesson, so don’t worry if you don’t have it down today.

MAF/ Instructional Technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have students spread around the gym, near the wall. 			

Set Induction: In order to be able to block the ball, you must be able to jump up and get high enough to block it. This is the first thing we will work on today.

MAF/ Instructional Technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have students spread around the gym, near the wall. Background music is playing 	<ul style="list-style-type: none"> There are three lines along the wall. Depending on how tall you are, pick a line to jump to and touch. The taller people (6 feet and over) get the highest line, the shorter people (5’6 and under) get the low line, and in the middle (5’7-5’11), well you get the middle line to jump to. 	<ul style="list-style-type: none"> Bend your knees Reach as high as you can Try to get a two foot running start Be sure to keep your hands open and flat the whole time Remember, your going for height, not length 	<ul style="list-style-type: none"> See if you can hit the line ten times in a row.

<ul style="list-style-type: none"> • Have students spread around the gym, near the wall. • Background music is playing 	<ul style="list-style-type: none"> • If this is too easy for you, then move up a line. If you're at the shortest line, go up one line. If you're at the highest line, make an imaginary line and try to hit it. 	<ul style="list-style-type: none"> • Bend your knees • Reach as high as you can • Try to get a two foot running start • Be sure to keep your hands open and flat the whole time • Go for height, not distance 	<ul style="list-style-type: none"> • See if you can hit the next line 5 times in a row.
<p>Set Induction: now that we have jumping down, it's time to work on out timing. I want you to grab a partner and go to a net.</p>			
<ul style="list-style-type: none"> • Students have a partner and 1 ball between them • Background music is playing. • Students are on opposite sides of the net 	<ul style="list-style-type: none"> • I want both partners to jump to the net without the ball. 1 will be offense, and the other defense. The defender is working on his timing. The offensive player will do the striking motion in the air, while the other student jumps working on their timing to block the invisible ball. Switch positions after 5 swings • Once the timing in the air is down, grab a ball and do the same thing. The offensive player will toss it up to himself and hit it, and the defender will try to block it. Switch after 10 	<ul style="list-style-type: none"> • Watch the hitters arm swing, don't jump before it starts • Bend your knees • Reach way up • Get a running start 	<ul style="list-style-type: none"> • Try to get 3 successful blocks in a row, both with the air and with the ball.

	turns.		
<p>Set Induction: Now that we have spent time working on our jumping and timing, the next thing we have to do is work on recognizing that a spike is coming. Now, I want you to get in a group of 3, and go to a net when I say go.</p>			
<ul style="list-style-type: none"> • Students in groups of 3 at a net • Each group has 1 ball • 2 students are on 1 side of the net, with the other student on the other side. 	<ul style="list-style-type: none"> • The 2 students will have a ball on their side of the net, and will be spiking it to the other student on the other side. I want this student to concentrate more on jumping, anticipating, and timing the spike than actually blocking it. • If this gets too easy, then you may feel free to mix it up. The offense will be allowed 3 hits, and the person in the back can come up and spike it, or the person in the front. Either way, the player on the other side must still try to block it. 	<ul style="list-style-type: none"> • See where the ball is going • See what the other team is doing • How many hits does the other team have left 	<ul style="list-style-type: none"> • Let's see if you can recognize it coming and block it 5 times in a row.
<p>Closure/ Assessment: During the final exercise, walk around and observe whether or not the students are using the three cues: recognizing, timing, and jumping. If the student does not seem to be using these cues, pull the student aside and ask them either (depending on what they are failing to use):</p> <ul style="list-style-type: none"> -TEACHER: "When should you begin your jump when you are trying to block a shot?" -STUDENT'S RESPONSE: On the arm swing of the hitter. -TEACHER: "What are the steps for a good jump?" -STUDENT'S RESPONSE: Bend the knees, reach way up, and keep your hands open. 			

Physical Education
Volleyball: Blocking
Lesson #25

Objectives:

A. Student:

By the end of class, the students will be able to demonstrate the correct way to block a shot from an opposing hitter.

- a. “Front the hitter” = Find the hitter and stand in front of them, going where they go, waiting for an opportunity to block their shot.
- b. “Angle the hit” = Limit the hitter’s options. Force their shots to the center of the court, where your teammates will be for the ball in case you miss the block or tip the ball. If you can’t get it to the center, then at least get it to another teammate.

B. Teacher:

Equipment: (class size 30)

- 15 volleyball nets
- 15 Volleyballs
- 4 Hula-hoops

Instant Activity:			
<i>Goalie man:</i> This exercise will help students with they learned yesterday (jumping, timing, anticipation). The students will have a partner and 1 ball for the 2 of them. 1 student will throw it high, but not too high, because the other student will try to block the throw. Every time the ball gets past the “goalie,” it’s a goal for the “thrower.” If it is too high for the goalie to block it, it’s no goal and a turnover, so the goalie is now the thrower. Every time the thrower gets a goal, they continue until the goalie stops them.			
Set Induction: Today we are going to practice more on blocking spikes. We’ll concentrate on following the hitter and how to use our teammates to the blockers advantage.			
MAF/ Instructional Technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students are huddled around the teacher • The students will have the same 2 partners as yesterday. 			
Informing Task: with your 2 partners from yesterday, we are going to work on following the hitter.			
<ul style="list-style-type: none"> • Students are at their net with a ball for each group • 2 students are on 1 side of the net and are offensive, while the other student is on the other side being defensive 	<ul style="list-style-type: none"> • On the offensive side, one player will be in the back, hitting the ball to the student up front to spike it. Before the spike, the defensive student will be following the offensive student close to the net, going where that student goes. Rotate clockwise after 5 turns. 	<ul style="list-style-type: none"> • Follow the offensive player, going where he goes • Use the jumping cues • Watch your timing, and anticipate when the offensive player will attempt to jump and spike the ball. 	<ul style="list-style-type: none"> • Successfully block a shot 4 times in a row.
<ul style="list-style-type: none"> • Students are at their net with a ball for each group • 2 students are on 1 side of the net and are offensive, while the other student is on the other side being 	<ul style="list-style-type: none"> • If this is too easy for you, then the second offensive player who is in the back can come up and spike the ball, so now the defensive player is following another person. Rotate clockwise 	<ul style="list-style-type: none"> • Follow the offensive player, going where he goes • Use the jumping cues • Watch your timing, and anticipate when the offensive player will attempt to jump and 	<ul style="list-style-type: none"> • Successfully block the shot 5 times in a row.

defensive	after 5 turns.	spike the ball.	
Informing Task: Now that we've worked on following the hitter, it's now time to work on using your other teammates to your advantage.			
MAF/ Instructional Technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students are still in the same groups of 3 • Each group still has 1 ball • Now, the side with 2 students will be defensive, while the other student will now be offensive. 	<ul style="list-style-type: none"> • The offensive student will toss the ball up to themselves and spike it. 1 defensive player will be the blocker, and the other a teammate. The offensive player will hit the ball from the left side of the court. The blocker must attempt to get the spiker to spike the ball to his teammate, so it can be returned back over. Rotate clockwise after ten hits. 	<ul style="list-style-type: none"> • Come at an angle where the hitter must hit it around you. However, you must force the hitter to hit the ball around you 1 way only, to your teammate. • Keep wide- arms out, body as wide as possible 	<ul style="list-style-type: none"> • See if you can get the offensive player to hit the ball to your teammate 5 times in a row.
<ul style="list-style-type: none"> • Students are still in the same groups of 3 • Each group still has 1 ball • Now, the side with 2 students will be defensive, while the other student will now be offensive. 	<ul style="list-style-type: none"> • Once you have the hang of it, have another student come over to the offensive side, so now both defensive players have to follow a hitter, because they don't know which one will spike it. Rotate clockwise after ten hits. 	<ul style="list-style-type: none"> • Come at an angle where the hitter must hit it around you. However, you must force the hitter to hit the ball around you 1 way only, to your teammate. • Keep wide- arms out, body as wide as possible 	<ul style="list-style-type: none"> • Try to block the shot 7 times in a row
Closure/ Assessment: while the students are doing the last exercise, walk around and ask them what the cues are for blocking: all of			

them. Jumping, anticipating, timing, following the hitter, using their teammates. If they can't tell me these 5 things, then pull them aside and ask them to watch what the other students are doing, and then tell me what the cues are.

Physical Education Program
Volleyball: “Putting things together”
Lesson Plan # 27

Objectives:

A. Student:

By the end of the class, the students will be able to demonstrate how to play as a team using all of the skills we have previously learned in the game of volleyball.

1. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
2. “Use a step hop”=step with one foot, and hop onto both feet
3. Students will be able to set a rainbow set at about 4-5 feet high from the setter’s position.
4. Students will be able to demonstrate the “window” cue with their hands.
5. “Foot work”- Right handed spiker, left, right, left, jump
6. “Hand firm and open”
7. “Hit top of ball” on the spike

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Lifesaver Volley*: Materials needed: 4 cones for boundaries; 3-5 Nerf Frisbees; 3-5 volleyballs.

How to play:

Set up cones to establish playing boundaries. Select 3-5 students to be the taggers and give them each a Nerf Frisbee. Select 3-5 students to be the “lifesavers” and give them each a volleyball. Then have one of the “lifesavers” and another student demonstrate volleying the volleyball 4 times in a row using the skills that we have learned (bump and sets). This will be how the “lifesavers” will free a tagged or frozen student during the activity. On the “go” signal, the taggers try to tag as many students as they can, but the Nerf Frisbee must be in the taggers hand. Students who are the “lifesavers” can’t be tagged because they are saving the tagged/frozen students. To unfreeze a student, the “lifesaver” and the tagged student must volley the volleyball 4 times consecutively, the student who was frozen now becomes the new “lifesaver” and the previous “lifesaver” can now be tagged. Make sure to switch taggers often during the activity.

Set Induction: .

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. 			

Informing Task: When I say go I would like you to line up on the baseline like we did yesterday were going to pick new teams. Go! Once you get your number I want you to go and find your team and find an open court. We will have 10 teams with three players on each team. So I will count off the students 1 through 10 like we did the day before. See Diagram to see how to set up teams and courts. Go!!!

<ul style="list-style-type: none"> • Count class off give each child a number between 1 and 10. • Walk around and give the children feedback • See diagram 	<ul style="list-style-type: none"> • I would like one team to serve the ball over the net and for the other team to take as many hits as it takes to get the volleyball back over the net. The volleyball can bounce one time on each side of the net. I would like each team to serve once then switch. Each time the serve switches I would like the team to rotate clockwise so there is a new server. • I would like for one team to serve and when the other team is returning the ball they must return the ball within 3 hits. The ball can bounce once on each side of the net. • I would like for one 	<ul style="list-style-type: none"> • Athletic stance • Use a step hop • Call the ball • Rainbow set • Window with hands • Foot work- Right handed spiker, left, right, left, jump • Hand firm and open • Hit top of ball 	<ul style="list-style-type: none"> • How many times can you rally without the ball hitting the ground? • How many times out of 3 can you stay in a good athletic stance when the serve is coming your way? • How many times can you call the ball before you hit it?
---	---	--	---

	team to serve and the other team to return the ball without letting the ball bounce on the floor		
--	--	--	--

Closure:

Q. What is one important thing we need to do when we are playing 3 vs. 3 and the ball is coming to you?

A. Call the ball.

Q. What do we need to do when we are passing the ball

- Athletic stance
- Use a step hop
- Flat arms

Any Questions?

Volleyball Game Performance Assessment
Lesson #27

Date _____ Class _____
Observer's Name _____ Player Name _____

Base - Does player return to home or recovery position between skill attempts?

Adjust/Cover - Does play adjust position as required by the game on offense and defense?

Decision Making - Does player make appropriate decisions about what to do with ball during games?

Skill Performance - Does player perform the skills efficiently?

Ratings

5 - Very effective performance

4 - Effective performance

3 - Moderately effective performance

2 - Some but minimal evidence of performance

1 - No evidence of performance

Base	Adjust/Cover	Decision Making	Skill Performance

	3 bump	3	3	3	3
Net	1 set 2 hit	1 2	1 2	1 2	1 2
	hit 2 set 1	2 1	2 1	2 1	2 1
	bump 3	3	3	3	3
	court 1	court 2	court 3	court 4	court 5

Physical Education Program
Volleyball: “Putting things together”
Lesson Plan # 27

Objectives:

A. Student:

By the end of the class, the students will be able to demonstrate how to play as a team using all of the skills we have previously learned in the game of volleyball.

1. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
2. “Use a step hop”=step with one foot, and hop onto both feet
3. Students will be able to set a rainbow set at about 4-5 feet high from the setter’s position.
4. Students will be able to demonstrate the “window” cue with their hands.
5. “Foot work”- Right handed spiker, left, right, left, jump
6. “Hand firm and open”
7. “Hit top of ball” on the spike

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Lifesaver Volley*: Materials needed: 4 cones for boundaries; 3-5 Nerf Frisbees; 3-5 volleyballs.

How to play:

Set up cones to establish playing boundaries. Select 3-5 students to be the taggers and give them each a Nerf Frisbee. Select 3-5 students to be the “lifesavers” and give them each a volleyball. Then have one of the “lifesavers” and another student demonstrate volleying the volleyball 4 times in a row using the skills that we have learned (bump and sets). This will be how the “lifesavers” will free a tagged or frozen student during the activity. On the “go” signal, the taggers try to tag as many students as they can, but the Nerf Frisbee must be in the taggers hand. Students who are the “lifesavers” can’t be tagged because they are saving the tagged/frozen students. To unfreeze a student, the “lifesaver” and the tagged student must volley the volleyball 4 times consecutively, the student who was frozen now becomes the new “lifesaver” and the previous “lifesaver” can now be tagged. Make sure to switch taggers often during the activity.

Set Induction: .

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. 			

Informing Task: When I say go I would like you to line up on the baseline like we did yesterday were going to pick new teams. Go! Once you get your number I want you to go and find your team and find an open court. We will have 10 teams with three players on each team. So I will count off the students 1 through 10 like we did the day before. See Diagram to see how to set up teams and courts. Go!!!

<ul style="list-style-type: none"> • Count class off give each child a number between 1 and 10. • Walk around and give the children feedback • See diagram 	<ul style="list-style-type: none"> • I would like one team to serve the ball over the net and for the other team to take as many hits as it takes to get the volleyball back over the net. The volleyball can bounce one time on each side of the net. I would like each team to serve once then switch. Each time the serve switches I would like the team to rotate clockwise so there is a new server. • I would like for one team to serve and when the other team is returning the ball they must return the ball within 3 hits. The ball can bounce once on each side of the net. • I would like for one 	<ul style="list-style-type: none"> • Athletic stance • Use a step hop • Call the ball • Rainbow set • Window with hands • Foot work- Right handed spiker, left, right, left, jump • Hand firm and open • Hit top of ball 	<ul style="list-style-type: none"> • How many times can you rally without the ball hitting the ground? • How many times out of 3 can you stay in a good athletic stance when the serve is coming your way? • How many times can you call the ball before you hit it?
---	---	--	---

	team to serve and the other team to return the ball without letting the ball bounce on the floor		
--	--	--	--

Closure:

Q. What is one important thing we need to do when we are playing 3 vs. 3 and the ball is coming to you?

A. Call the ball.

Q. What do we need to do when we are passing the ball

- Athletic stance
- Use a step hop
- Flat arms

Any Questions?

Volleyball Game Performance Assessment
Lesson #27

Date _____ Class _____
Observer's Name _____ Player Name _____

Base - Does player return to home or recovery position between skill attempts?

Adjust/Cover - Does play adjust position as required by the game on offense and defense?

Decision Making - Does player make appropriate decisions about what to do with ball during games?

Skill Performance - Does player perform the skills efficiently?

Ratings

5 - Very effective performance

4 - Effective performance

3 - Moderately effective performance

2 - Some but minimal evidence of performance

1 - No evidence of performance

Base	Adjust/Cover	Decision Making	Skill Performance

	3 bump	3	3	3	3
Net	1 set 2 hit	1 2	1 2	1 2	1 2
	hit 2 set 1	2 1	2 1	2 1	2 1
	3 bump	3	3	3	3
	court 1	court 2	court 3	court 4	court 5

Physical Education Program
Volleyball: Practice Game play 6v6
Lesson Plan #28

Objectives

A. Student:

By the end of the lesson the student will be able to demonstrate team play.

- a. Call ball “good” or “out” - As the ball is coming over the net on the serve or hit, a non-passer needs to yell either “good” or “out” to let team members know if the ball is going to be played or not.
- b. “Support” – All players on the team are opening up and readying themselves for the pass to either come to them or chase after if need be. Call ball.

B. Teacher:

Equipment: (for a class of 30 students)

- 15 volleyballs
- 5 volleyball nets (or badminton nets)

Instant Activity: *Keep up:* Get into groups of six, in a circle. With one ball I want you to work on all different types of hits and passes that we have learned. Work on keeping the ball going as long as you can.

Set Induction: We are going to put together everything we have learned today. We will play a six on six game, but we will not be keeping score today. I want you to worry more on your skills than on the game. How do you do working with your teammates? Are you doing the skills we've learned successfully? Are you talking to each other? Are you anticipating what is going on? Are your serves being done correctly? Are you playing defense as a team? These are the things I want you to work on today.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Students are gathered around the teacher awaiting instruction. • Five volleyball courts will be set up using either actual volleyball equipment 	<ul style="list-style-type: none"> • We are going to play 2 different games today, so you will take on 2 different teams. • Work on your form, nothing else. • After the first 10 minutes of the second game, you may keep score. Remember to do it the right way. 	<ul style="list-style-type: none"> • Remember everything that you have learned. This is where it all comes together. 	<ul style="list-style-type: none"> • Have fun, this is your last chance to perfect your skills before we play games for real.

Physical Education Program
Volleyball: Game play 6v6
Lesson Plan #29

Objectives

A. Student:

By the end of the lesson the student will be able to demonstrate team play.

- a. Call ball “good” or “out” - As the ball is coming over the net on the serve or hit, a non-passer needs to yell either “good” or “out” to let team members know if the ball is going to be played or not.
- b. “Support” – All players on the team are opening up and readying themselves for the pass to either come to them or chase after if need be. Call ball.

B. Teacher:

Equipment: (for a class of 30 students)

- 15 volleyballs
- 5 volleyball nets (or badminton nets)

Set Induction: Why waste time? You all have been wanting to do this for a long time. It's game time ladies and gentlemen, so this is where all of your hard work comes in. we will play 2 games, so you get to go against 2 different teams. It's a tournament, so wins do matter, so it's time to see how competitive everyone is. Good luck, and have fun

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Five volleyball courts will be set up using either actual volleyball equipment of badminton equipment. • There are four hoops around the gym containing regular volleyballs. • Students are gathered around the teacher awaiting instruction. • Students are in groups of 6 	<ul style="list-style-type: none"> • You've worked hard, now it's time for you to play hard. 	<ul style="list-style-type: none"> • Remember everything I have taught you. This is where you use it. 	<ul style="list-style-type: none"> • May the best team win.

Physical Education Program
Volleyball: “Putting things together”
Lesson Plan # 30

Objectives:

A. Student:

By the end of the class, the students will be able to demonstrate how to play as a team using all of the skills we have previously learned in the game of volleyball.

1. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
2. “Use a step hop”=step with one foot, and hop onto both feet
3. Students will be able to set a rainbow set at about 4-5 feet high from the setter’s position.
4. Students will be able to demonstrate the “window” cue with their hands.
5. “Foot work”- Right handed spiker, left, right, left, jump
6. “Hand firm and open”
7. “Hit top of ball” on the spike

Standards

EALR’s:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

B. Teacher:

Equipment: (class size 30)

- 1 30 volleyballs
- 2 30 trainer volleyballs
- 3 5 volleyball nets
- 4 4 hula-hoops

Instant Activity: *Lifesaver Volley*: Materials needed: 4 cones for boundaries; 3-5 Nerf Frisbees; 3-5 volleyballs.

How to play:

Set up cones to establish playing boundaries. Select 3-5 students to be the taggers and give them each a Nerf Frisbee. Select 3-5 students to be the “lifesavers” and give them each a volleyball. Then have one of the “lifesavers” and another student demonstrate volleying the volleyball 4 times in a row using the skills that we have learned (bump and sets). This will be how the “lifesavers” will free a tagged or frozen student during the activity. On the “go” signal, the taggers try to tag as many students as they can, but the Nerf Frisbee must be in the taggers hand. Students who are the “lifesavers” can’t be tagged because they are saving the tagged/frozen students. To unfreeze a student, the “lifesaver” and the tagged student must volley the volleyball 4 times consecutively, the student who was frozen now becomes the new “lifesaver” and the previous “lifesaver” can now be tagged. Make sure to switch taggers often during the activity.

Set Induction: I really appreciate how hard everyone has worked throughout the unit. I feel as a whole class our skill level in the game of volleyball has escalated very quickly. Today I would like for us to put all of the skills we have learned together and just play volleyball. I feel that everyone knows the rules and has the skills to do very well today in our games. I’m very proud of each and everyone in this classroom. Keep up the good work and it will show throughout your lives.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 5 volleyball courts will be set up. Use badminton courts if volleyball courts are not available. • 15 volleyballs and 15 rubber volleyballs are spread out equally in the 4 hoops in each corner of the gym. • The students are gathered around the teacher in a semi-circle. 			

Informing Task: When I say go I would like for you to stand behind the service line in a straight line facing me. Now that everyone is in a straight line facing me I will count them off into 5 teams. So I will count of 1,2,3,4,5,1,2,3,4,5 and so on. Once I get the teams counted out I will say team 1 vs. 2 on court 1. Team 3 vs. 4 on court 2. Team 5 will play 3 vs. 3 on court 3. The team on the north side of the team will be serving. Go!!!

<ul style="list-style-type: none"> • Make sure nets are set up • Make sure teams are somewhat equal • Have children line up boy girl, boy girl. • Walk around the gym giving feedback to the students. • See diagram 	<ul style="list-style-type: none"> • Have the teams play volleyball to 10 points using rally scoring. • Once a team loses they will sit out and the team that is sitting out will rotate in. • Have the students play to 15 and only the serving team can score. 	<ul style="list-style-type: none"> • Athletic stance • Use a step hop • Call the ball • Rainbow set • Window with hands • Foot work- Right handed spiker, left, right, left, jump • Hand firm and open • Hit top of ball 	<ul style="list-style-type: none"> • How many points can your team score in a row. • How many serves can your team hit over the net in a row? • How many times can you be in a good athletic stance when the ball is being hit to your side of the net?
---	---	--	--

Closure:

Q. What is one important thing we need to do when we are playing 3 vs. 3 and the ball is coming to you?

A. Call the ball.

Q. What do we need to do when we are passing the ball

- Athletic stance
- Use a step hop
- Flat arms

Any Questions?

	1 2 3	1 2 3	3		
Net	6 5 4	6 5 4	1 2		
	4 5 6	4 5 6	2 1		
	3 2 1	3 2 1	3		
	court 1	court 2	court 3	court 4	court 5

UNIT: Volleyball**YOUR NAMES: Brad Fahlenkamp and Justin Stubben**

Day	Lesson Theme	Informal Assessment	Standards	Formal Assessment	Standards
1	Base Position	Can you move and get into ready position 3 times in a row.	NASPE 1 NASPE 3 EALR 1.2		
2	Forearm Pass	Assign Student to pass the volleyball at a high level to a target	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
3	Passing to target	Bump the volleyball with your partner as many times as you can in a row	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
4	Passing with a Partner	Bump the volleyball and make it land inside of the garbage can.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
5	Passing to a setter	Assign one partner to bump and the other to set continuously.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
6	Setting a self thrown ball	Assign students to set against the wall aiming for a certain target.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Assign students to correctly demonstrate a bump pass.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2
7	Moving Pass	Assign students to bump a volleyball in which they had to move toward.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
8	Setting a passed ball	Assign students to set a volleyball into a	NASPE 1 NASPE 3	Assign students to correctly demonstrate	NASPE 1 NASPE 3

		garbage can.	EALR 1.1 EALR 1.2	how to set a volleyball.	EALR 1.1 EALR 1.2
9	Footwork for hitter	Assign student to make an approach to the net using correct footwork.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
10	Arm work for hitter	Assign students to swing at beach balls to demonstrate their arm work.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
11	Hitting	Assign students to toss a volleyball to a partner and have them spike the volleyball	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Assign students to correctly demonstrate how to hit a volleyball.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2
12	Setting to the hitter	Assign students to set the volleyball to the hitter.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
13	Bumping, setting, and hitting	Assign students to see how many times they can bump, set, and hit without the volleyball hitting the ground.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
14	Bumping, Setting, and hitting	Assign students to see how many times they can bump, set, and hit without the volleyball hitting the ground.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
15	Bumping, Setting, and hitting	Assign students to see how many times	NASPE 1 NASPE 3		

		they can bump, set, and hit without the volleyball hitting the ground.	EALR 1.1 EALR 1.2		
16	Transition from offense to defense	Assign students to get in their defensive position.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
17	Defense	Assign students to talk while playing a 3v3 game.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
18	Underhand serve	Assign students to serve the ball 5 times.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
19	Overhand serve	Assign students to serve the ball 5 times.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
20	Receiving the serve	Assign the students to pass a served ball 5 times.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
21	Scoring and rotation	Ask the students which way they rotate clockwise or counterclockwise.	NASPE 1 EALR 1.1		
22	Defending against a hit	Assign students to dig a volleyball.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
23	Defending against a	Assign students to dig	NASPE 1		

	hit	a volleyball.	NASPE 3 EALR 1.1 EALR 1.2		
24	Blocking	Assign students to block a volleyball that is thrown over the net.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
25	Blocking	Assign students to block a volleyball that is thrown over the net.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
26	Work off serve	Assign students to bump a served volleyball to a target.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
27	Work off serve	Assign students to bump a served volleyball to a setter. Then have the setter set the ball to a hitter.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Assign students to receive a served volleyball and pass it to a target.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2
28	Team Play	Assign the students to demonstrate how to serve a volleyball.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
29	Play a game	Assign the students to bump a volleyball.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		
30	Team Play	Assign the students to demonstrate a full game of volleyball.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2		

I would recommend giving the class a chance to practice the skills test before actually giving them the test. This will allow the students to know what they need to work on and will give them a challenge. When you give the children the skills test let them know that they will be graded on the same criteria in the short future. This will give the kids a heads up on what they need to practice and it will make them take their practice session seriously. This is a great way to judge how the kids are coming along in the certain skills of volleyball.

Student Name: _____

Skills Test 1 Bump Pass

CATEGORY	4	3	2	1
flat platform	You are able to have a flat platform on all hits	You are able to have a flat platform on most of your hits	You rarely use a flat platform	You never use a flat platform
athletic stance	You always have your knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet	Most of the time you have your knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet	You rarely have your knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet	You never have your knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
use your legs	You always use your legs, and very little arm motion to push the ball to the target	Most of the time you use your legs, and very little arm motion to push the ball to the target	You rarely use your legs, and very little arm motion to push the ball to the target	You never use your legs, and very little arm motion to push the ball to the target
Use a step hop	You always step with one foot, and hop onto both feet.	Most of the time you step with one foot, and hop onto both feet.	You rarely step with one foot, and hop onto both feet.	You never step with one foot, and hop onto both feet.

I would like for everyone to get into groups of three and grab a volleyball. Now I would like for partner 1 to toss the volleyball to partner 2 so he/she can bump the volleyball back to partner 1. Do this 5 times and then switch rolls. I would like for partner 3 to look over the rubric above and circle the statement that most accurately describes your partners work for each of the categories. Add all of the circles up and then put the number your partner got on top of the quiz and circle that number.

Student Name _____

Skills Test 2 Setting

CATEGORY	4	3	2	1
Wide Base	The student always has a his/her feet spread wide at the base	Most of the time the student has his/her feet spread wide at the base	Rarely the student has his/her feet spread wide at the base	The student never has his/her feet spread wide at the base
Knees Bent	The student always has his/her knees bent while waiting for the volleyball.	Most of the time the student has his/her knees bent while waiting for the volleyball.	Rarely the student has his/her knees bent while waiting for the volleyball.	The student never has his/her knees bent while waiting for the volleyball.
Finger Pads	The student always uses his/her fingerpads while setting the volleyball	Most of the time the student uses his/her fingerpads while setting the volleyball	The student rarely uses his/her fingerpads while setting the volleyball	The student never uses his/her fingerpads while setting the volleyball
Window/Elbows out	The student always make a window with their elbows out while setting the volleyball	Most of the time the student make a window with their elbows out while setting the volleyball	Rarely the student make a window with their elbows out while setting the volleyball	The student never makes a window with their elbows out while setting the volleyball

I would like for everyone to get into groups of three and grab a volleyball. Now I would like for partner 1 to toss the volleyball to partner 2 so he/she can set the volleyball back to partner 1. Do this 5 times and then switch rolls. I would like for partner 3 to look over the rubric above and circle the statement that most accurately describes your partners work for each of the categories. Add all of the circles up and then put the number your partner got on top of the quiz and circle that number.

Student Name: _____

Skills Test #3 Hitting

CATEGORY	4	3	2	1
Hit top of Ball	The student always hits the top of the volleyball while spiking	Most of the time the student hits the top of the volleyball while spiking	Rarely the student hits the top of the volleyball while spiking	The student never hits the top of the volleyball while spiking
Footwork	The student always approaches a hit with a right, left, right, jump.	Most of the time he student approaches a hit with a right, left, right, jump.	Rarely the student approaches a hit with a right, left, right, jump.	The student never approaches a hit with a right, left, right, jump.
Arms extend/swing back	The student always extends their arm way back.	Most of the time the student extends their arm way back.	Rarely the student extends their arm way back.	The student never extends their arm way back.
Hand Firm and Open	The student always hits the volleyball with a firm and open hand.	Most of the time the student hits the volleyball with a firm and open hand.	Rarely the student hits the volleyball with a firm and open hand.	The student never hits the volleyball with a firm and open hand.

I would like for everyone to get into groups of three and grab a volleyball. Now I would like for partner 1 to toss the volleyball to partner 2 so he/she can hit the volleyball back to partner 1. Do this 5 times and then switch rolls. I would like for partner 3 to look over the rubric above and circle the statement that most accurately describes your partners work for each of the categories. Add all of the circles up and then put the number your partner got on top of the quiz and circle that number.

When using the task cards divide the students into 6 equal groups. Then number the groups from 1 to 6 and have group 1 start on station 1, group 2 start on station 2, and so forth. When you are ready to switch stations have station 1 go to station 2, station 2 go to station 3, and so forth. Spend between 5 and 7 minutes on each task depending on the length of your class period. Some of the stations need a wall so you will have to make sure you set those stations up against the wall. Other stations can be done in the middle of the gym so make sure you set the stations up correctly.



Station One:



Self bump:

With a volleyball toss it into the air and then bump it. Let the ball hit the ground, catch it, and repeat.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

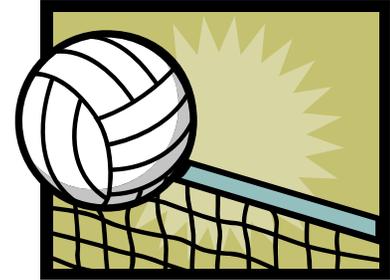
--- If it is too easy throw the ball farther away from you so you have to run, to get under it.

Cues:

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.



Station Two:



Self bump:

With a volleyball toss it into the air and then bump it. Continue to bump it until the ball hits the ground, then start again.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

Challenge:

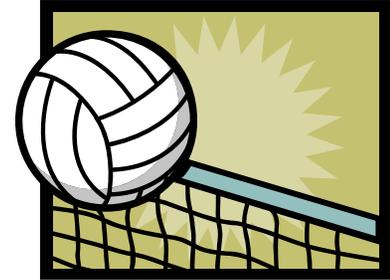
See how many times you can bump the ball continuously to yourself before its time to rotate to the next station.

Cues:

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.



Station Three:



Wall Bump:

With a volleyball toss it into the air and then bump it to the wall. Let it bounce on the way back, catch it, and then repeat.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

--- If it is too easy throw the ball farther away from you so you have to run, to get under it.

Cues:

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.



Station Four:

Wall bump:

With a volleyball toss it into the air and then bump it to the wall. When the ball comes back, bump it again. Continue to do this until it hits the ground.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

Challenge:

See how many times you can bump the ball continuously to yourself before its time to rotate to the next station.

Cues:

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.





Station Five:

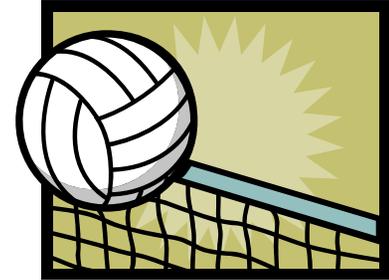
Partner toss:

With a volleyball, have one person toss the ball to the other person who will bump the ball back towards their partner. The partner will then catch the ball and toss again. Switch after five times.

- If it is too difficult with a volleyball, you can use a balloon or beach ball.
- You can also get closer to your partner, and then toss the ball.
- If it is too easy throw the ball farther away from you so you have to run, to get under it.
- You can also increase the distance between you and your partner, and then toss the ball.

Cues:

- a. “flat platform”= while using the forearm pass your arms should create a flat surface to strike the ball.
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.



Station Six:

Partner toss:

With a volleyball and a partner, have one partner toss to the other who will bump the ball back, but this time the other partner will also be bumping the ball. Continue to bump back and forth, until the ball hits the ground.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

--- You can also get closer to your partner, and then toss the ball.

--- If it is too easy you can increase the distance between you and your partner, and then toss the ball.

Challenge:

See how many times you and your partner can bump the ball continuously back and forth before its time to rotate to the next station.

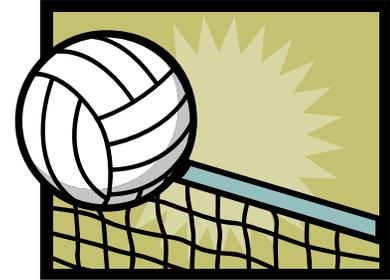
Cues:

- a. “flat platform”= while using the forearm pass your arms should create a flat surface
- b. “athletic stance”= knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- c. “use your legs”= use your legs, and very little arm motion to push the ball to the target
- d. “hand position”=palms facing up, put one hand on top of the other and fold them together so the thumbs are parallel, and the heels of the hands are together. If the heels of the hands are not together, you will find that their arms will be uneven
- e. “Use a step hop”=step with one foot, and hop onto both feet.

When using the task cards divide the students into 6 equal groups. Then number the groups from 1 to 6 and have group 1 start on station 1, group 2 start on station 2, and so forth. When you are ready to switch stations have station 1 go to station 2, station 2 go to station 3, and so forth. Spend between 5 and 7 minutes on each task depending on the length of your class period. Some of the stations need a wall so you will have to make sure you set those stations up against the wall. Other stations can be done in the middle of the gym so make sure you set the stations up correctly.



Station One:



Self-Set:

With volleyball, you will toss it into the air and then set the ball to yourself. Let the ball hit the ground, catch it, and repeat.

- If it is too difficult with a volleyball, you can use a balloon or beach ball.
- If it is too easy throw the ball farther away from you so you have to run, to get under it.

Cues:

1. Remember that a good set must be a **rainbow** set of at least 4 feet high so work on that while setting to the wall.
2. Remember to use your **finger pads** while setting.
3. Remember to pivot to **open up** to the tosser.



Station Two:



Self toss:

With a volleyball, toss it up to yourself and set it. Continue to set it until the ball hits the ground, and then start again.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

Challenge:

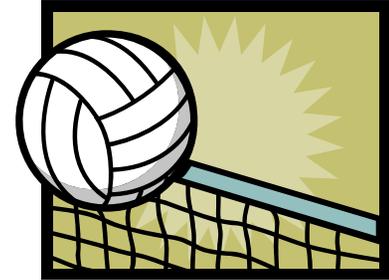
See how many times you can set the ball continuously to yourself before its time to rotate to the next station.

Cues:

- 1 Remember that a good set must be a **rainbow** set of at least 4 feet high so work on that while setting to the wall.
- 2 Remember to use your **finger pads** while setting.
- 3 Remember to pivot to **open up** to the tosser.



Station Three:



Wall Set:

With volleyball toss it up to yourself and set to the wall. Let it bounce on the way back, catch it, and repeat.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

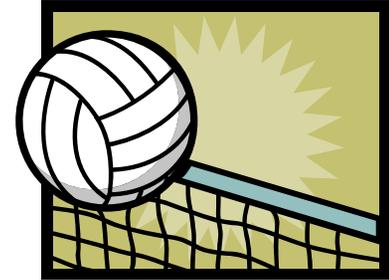
--- If it is too easy throw the ball farther away from you so you have to run, to get under it.

Cues:

- 1 Remember that a good set must be a **rainbow** set of at least 4 feet high so work on that while setting to the wall.
- 2 Remember to use your **finger pads** while setting.
- 3 Remember to pivot to **open up** to the tosser.



Station Four:



Wall set:

With volleyball throw it up to yourself and set it against the wall. As the ball comes back, set it again. Continue to do this until it hits the ground.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

Challenge:

See how many times you can set the ball continuously to yourself before its time to rotate to the next station.

Cues:

- 1 Remember that a good set must be a **rainbow** set of at least 4 feet high so work on that while setting to the wall.
- 2 Remember to use your **finger pads** while setting.
- 3 Remember to pivot to **open up** to the tosser.



Station Five:



Partner toss:

With a volleyball, have one person toss the ball to the other person who will set the ball back towards their partner. The partner will then catch the ball and toss again. Switch after five times.

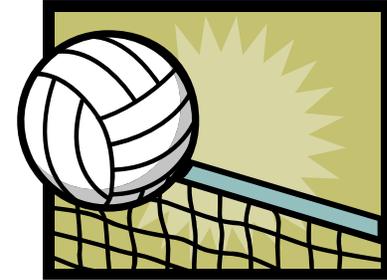
- If it is too difficult with a volleyball, you can use a balloon or beach ball.
- You can also get closer to your partner, and then toss the ball.
- If it is too easy throw the ball farther away from you so you have to run, to get under it.
- You can also increase the distance between you and your partner, and then toss the ball.

Cues:

- 1 Remember that a good set must be a **rainbow** set of at least 4 feet high so work on that while setting to the wall.
- 2 Remember to use your **finger pads** while setting.
- 3 Remember to pivot to **open up** to the tosser.



Station Six:



Partner toss:

With a volleyball and a partner, have one partner toss to the other who will set the ball back to their partner, the other partner will also be setting the ball. Continue to set back and forth, until the ball hits the ground.

--- If it is too difficult with a volleyball, you can use a balloon or beach ball.

--- You can also get closer to your partner, and then toss the ball.

--- If it is too easy you can also increase the distance between you and your partner, and then toss the ball.

Challenge:

See how many times you and your partner can set the ball continuously back and forth before its time to rotate to the next station.

Cues:

- 1 Remember that a good set must be a **rainbow** set of at least 4 feet high so work on that while setting to the wall.
- 2 Remember to use your **finger pads** while setting.
- 3 Remember to pivot to **open up** to the tosser.



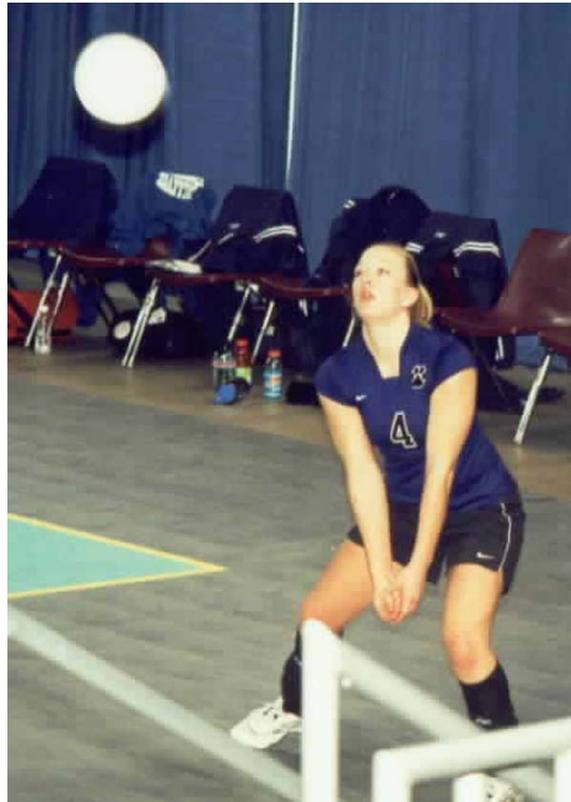
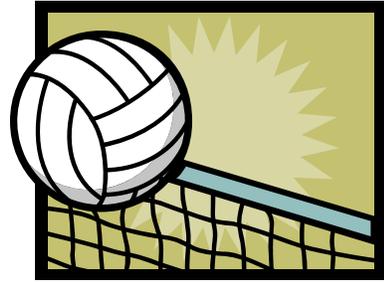
Ready
Position



- Athletic Stance: Knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet.
- Eyes on the volleyball.
- Head in the game.



Bump



- Flat platform: create a flat surface to strike the ball.
- Athletic Stance: Knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- Use your legs: to push the ball to the target.
- Hand Position: Palms facing up, put one hand on top of the other and fold them together.
- Use a Step hop: step with one foot, and hop onto both feet



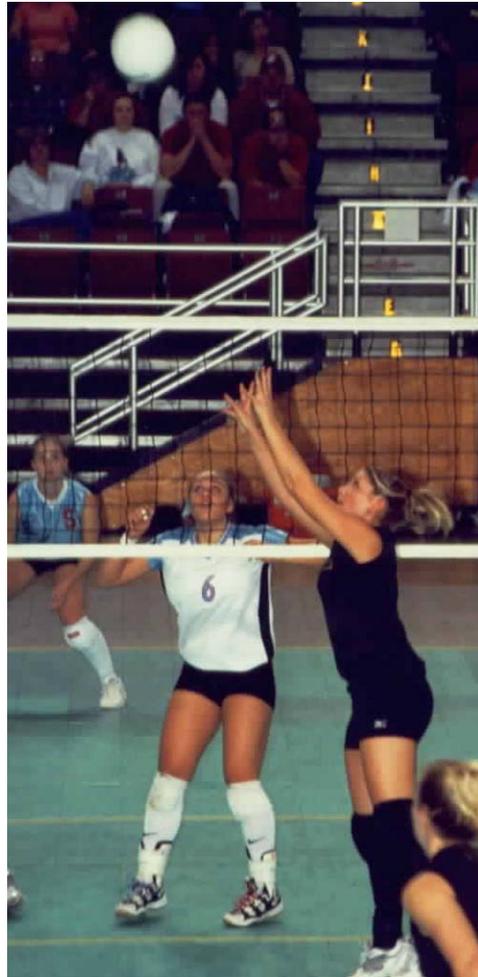
Bump



- Flat platform: create a flat surface to strike the ball.
- Athletic Stance: Knees bent, dominant foot slightly ahead of the other, arms hanging in front of you, and weight on the balls of your feet
- Use your legs: to push the ball to the target.
- Hand Position: Palms facing up, put one hand on top of the other and fold them together.
- Use a Step hop: step with one foot, and hop onto both feet



Set



- Make a window with your hands
- Set the volleyball like the shape of a rainbow about 5 foot higher than your head
- Use the pads of your fingers to set the volleyball



Spike



- Foot work: Right handed spike is lift, right, left, jump
- Arms extended and swing back
- Whip arm
- Hand firm and open
- Hit the top of the ball



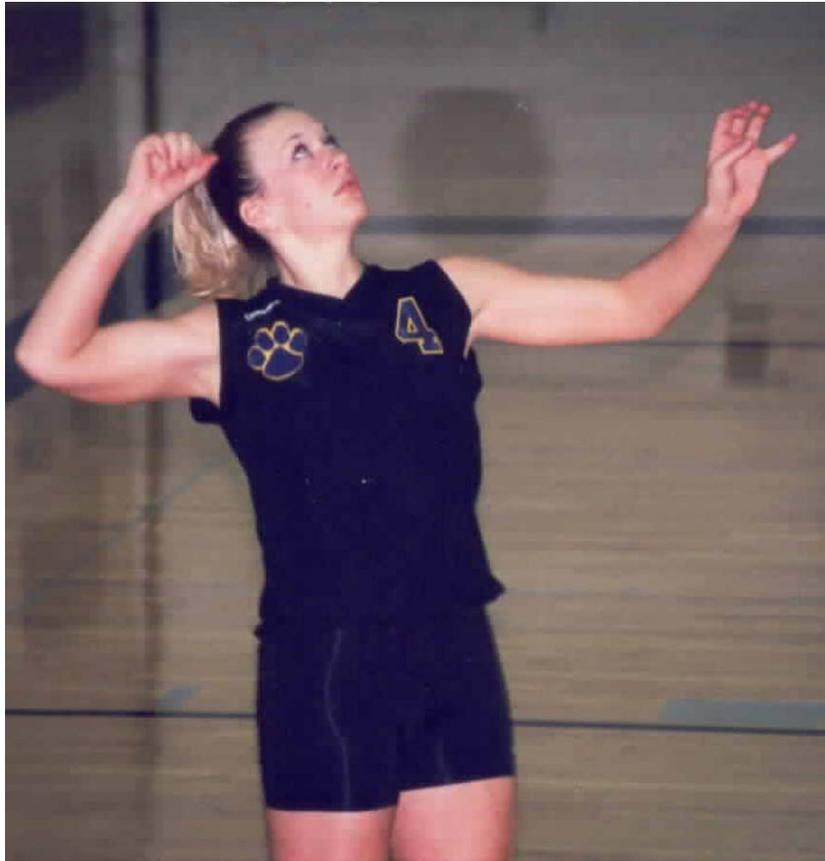
Spike



- Foot work: Right handed spike is left, right, left, jump
- Arms extended and swing back
- Whip arm
- Hand firm and open
- Hit the top of the ball



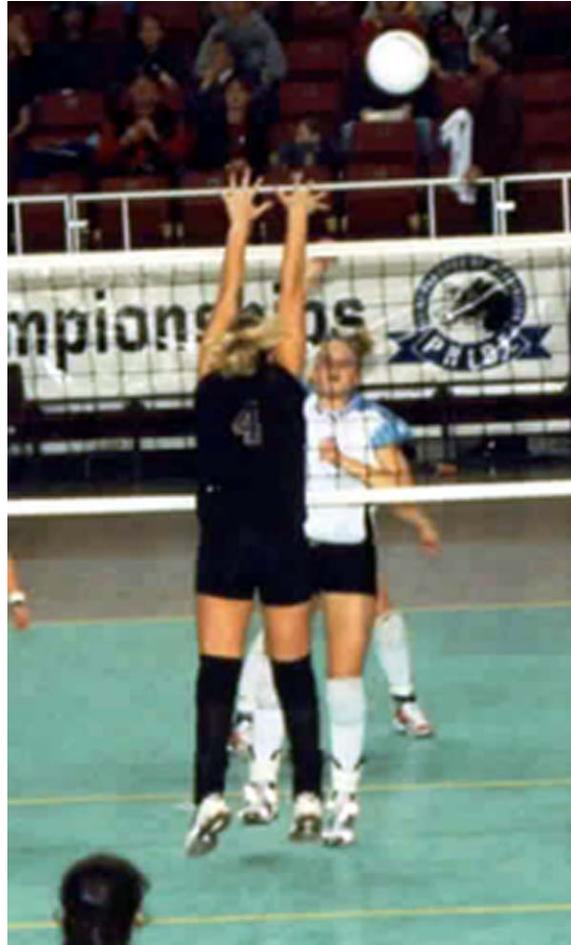
Serve



- Step with opposition
- Hit ball in front of you slightly above your head
- Follow Through
- Knees bent
- Hit ball with an open hand



Block



- Timing is everything
- Jump as high as you can
- Reach as high as you can with your hands flat and open
- Use both hands

References

1. Griffin, Linda L., Mitchell, Stephen A., Oslin, Judith L. (1997). Teaching Sport Concepts and Skills, a Tactical Games Approach. (pp. 94-127). Illinois: Human Kinetics
2. Keenan, Rolly. Volleyball Drills.<http://www.volleyball.org/rolly/coach.html>. 2/20/03
3. Nicholls, Keith. (2001). Volleyball Skills of the Game, 3rd Edition. Vermont: Trafalgar Square
4. Pangrazi, Robert P. (2001). Dynamic Physical Education for Elementary School Children. (pp 684-688).Massachusetts: A Pearson Education Company
5. Pangrazi, Robert P. (2001). Lesson Plans for Dynamic Physical Education for Elementary School Children. (pp 174-177, 273-277).Massachusetts: A Pearson Education Company
6. Poppen, Jerry D. (2002). 201 Games for the Elementary Physical Education Program.New Jersey: Parker Publishing Company
7. Rules of the Game of Volleyball.<http://www.volleyball.org/rules/>. Volleyball World Wide on the Computer Internet/WWW. <http://www.Volleyball.ORG/>
8. Sutton, Toby. (1998). Basic Skill Series Phys Ed a Comprehensive Curriculum, Grade 6. (pp. 16-17) Michigan: Instructional Fair, TS Denison
9. Volleyball Drills Archive.
CONDONWI@ESUVM1.EMPORIA.EDU.<http://www.emporia.edu/vball/drills/>.
2/20/03
10. Wallace, Fred. (1997). Volleyball Drills.
frw+@pitt.edu. webmaster@www.upb.pitt.edu. University of Pittsburgh at Bradford. 2/25/03
11. Instant Activities (2004) PE Central Lesson Idea Volleying
<http://www.pecentral.com/lessonideas/searchresults.asp?category=60>
12. (2005, November 25). Office of Superintendent of Public Instruction.
<http://www.k12.wa.us/curriculumInstruct/healthfitness/ealrs.aspx>
13. Kelly, L. (1989). Instructional Time: The Overlooked Factor in PE Curriculum Development. Journal of Physical Education, Recreation& Dance; 29-32

14. Jefferies, S., Jefferies, T., & Mustain, W. (2005, November 25). Why assess in PE? <http://www.pecentral.org/assessment/assessmentresearch.html>
15. Graham, G; Holt/Hale, S; Parker, M. Children Moving. A Reflective Approach to Teaching Physical Education. Copyright 2004; McGraw-Hill Companies, Inc.