















VOLLEYBALL TABLE OF CONTENTS

	PAGE	GROUPING	INTEGRATION
Introductory Pages			
Introduction	iii		
What You Have	iii		
How To Use It	v		
What You Need	vii		
ASAPs			
Passing 21	1		
Pepper	3		
Pass and Follow	5		
Serving Shower	7		
Activities			
Forearm Pass (Bump) Students learn and practice the basics of the forearm pass with individual challenges.	9		
Overhead Pass (Set) Students learn and practice the basics of setting with individual challenges.	11		
Underhand Serve Students learn and practice the basics of the underhand serve with challenges.	13		
Overhand Serve Students learn and practice the basics of the overhand serve with challenges.	15		
Serving Challenges Pairs complete serving challenges using their choice of serve.	17		



= Individuals



= Pairs



= Groups



= Home



= Wellness















= Global



= Multicultural



VOLLEYBALL TABLE OF CONTENTS

	PAGE	GROUPING	INTEGRATION
Volleyball Skills Circuit Pairs practice various volleyball skills at stations.	19		
Volley Tennis Groups of 6 play 3V3 requiring all team members to hit the ball before sending it to the opponent's court.	21		
Mini-Volleyball Groups of 6 with 1 pair holding a rope as a net and other 4 playing a 2V2 modified game.	23		
Royal Court Groups play 6V6 with those ahead in points on signal moving up while those behind move down.	25		
Volleyball Adventure Race Groups use teamwork and volleyball skills to complete an Adventure Race course.	27		
Volleyball Xtreme (Create a Game) Groups of 3-5 create a new game using volleyball skills then teach it to others.	29		
Event: Volleyball Skills Showcase	31		

VOLLEYBALL

Introduction

The *SPARK Volleyball Unit* provides activities for students to practice, develop, and apply volleyball specific skills such as the forearm pass, overhead pass, underhand and overhand serves, as well as offensive and defensive strategies required for successful game play.

Volleyball is an enjoyable and challenging activity that is played at different skill levels from recreation leagues to highly competitive clubs and teams. It can be played both indoors and out, making it ideal for year-round participation. Compared to many other sports, volleyball has fewer skills to learn; however, they can be difficult for middle school age students to master without a great deal of practice. Volleyball trainers (oversized, softer, lighter balls) are helpful for beginners and intermediate level players because they are much easier to pass and strike than regulation volleyballs. Students are more consistent and successful, and this often leads to greater self-confidence.

Activities in this unit have been modified to be more inclusive, active, and enjoyable than traditional volleyball drills and games. A unit-culminating Event is provided to generate enthusiasm and extend learning opportunities. Additional Activities may be found at SPARKfamily.org.

What You Have

SPARK Manual

* **ASAPs**

Four *Volleyball ASAPs* are used for warm-ups prior to Activities in this unit. Once taught, *ASAPs* may be student-initiated and used before, during or after taking roll. Additional *ASAPs* can be found in the *ASAP Section* and online at SPARKfamily.org.

* **Activities**

Eleven *Volleyball Activities* are sequenced by level of difficulty. The *Extensions* on the backside of the Activities allow you to modify or add to Activities, according to the development and/or grade level of your students.

* **Integrations**

Integrations are content extensions linking lesson activities to wellness concepts, *Activity Challenges*, global or multicultural themes. Each *Integration* provides a brief set of facts written to challenge students, connecting physical education to the world around them.

* **SPARK Event Experience**

The *SPARK Volleyball Event* is a 2-day experience designed to extend student learning opportunities through enjoyable and meaningful context. Emphasizing levels of participation and student choice, all players are provided with opportunities to be challenged and apply skills. Event-based experiences are fully described in the *SPARK Events Section* and additional resources exist at SPARKfamily.org.

* **Technology**

Technology-enriched learning has the potential to increase active participation, enhance assessment, and improve self-monitoring skills. Technology suggestions for *Volleyball Activities* are provided in *Teaching Tips* and *Extensions*.

VOLLEYBALL

What You Have (cont'd.)

SPARK Instructional Media

(found on *SPARKfamily.org*)

* **Sample Unit Plans**

A grade level specific 15-day sample Unit Plan is provided for 6th, 7th, and 8th grades. Daily lessons suggest an *ASAP Activity* followed by a *Volleyball Activity* sequenced with an appropriate skill progression. Sample Unit Plans can be used as written or modified to suit your needs.

* **Skill Cards**

These include 8.5"X11" sheets that visually and/or verbally depict volleyball skills. Use Skill Cards to create stations and/or use as a visual for you and your students when learning skills. Cards have English on one side, Spanish on the other. SPARK suggests downloading them from *SPARKfamily.org*, printing onto cardstock, and laminating for durability; or purchasing the *SPARKfolio*.

* **Leveled Assessment Choices**

To document and guide learning, teacher assessment options include both cognitive and skill-based assessments along with suggestions for individual student portfolio development.

* **Video Demonstrations**

A brief video introduction to the *SPARK Volleyball Unit* is available online at *SPARKfamily.org*. There are also video demonstrations of volleyball skills and selected *Volleyball Activities*.

* **Activity Challenges**

These include supplemental activities to reinforce volleyball skills and promote physical activity at home and during other times outside of physical education.

* **Task Cards**

These include instructions for *Volleyball Adventure Race* and *Volleyball Xtreme* activities. With English on the front and Spanish on the back, Task Cards are provided to individuals, pairs, and groups to help guide student learning. SPARK suggests downloading them from *SPARKfamily.org*, printing onto cardstock, and laminating for durability; or purchasing the *SPARKfolio*.

VOLLEYBALL

How To Use It

- ★ Follow the sample *Volleyball Unit Plans* (SPARKfamily.org), or use them as a guide to adjust and create your own unit plans which meet your particular instructional requirements.
- ★ As you teach, assess your students' comfort, interest and capacity to perform the Activity and adjust accordingly. If an Activity is too easy, use an *Extension* and add more difficulty. If it is too difficult, decrease the variables, simplify and slow down.
- ★ Use the *Integrations* as background information during a lesson introduction or closure. Another option is to print all the unit *Integrations* from SPARKfamily.org and staple them to a bulletin board in their sequenced order. Pull off the top *Integration* before the start of each new lesson.
- ★ Implement the *Volleyball SPARK Event* in the last few days of the unit to provide an exciting culminating experience that will showcase skills and knowledge learned. Use the *SPARK Event* as a foundation for teacher and student creativity and expand the idea to make it relevant to your students, school and community.
- ★ Generate interest for the *SPARK Event* with a bulletin board focusing on unit content and the *SPARK Event* theme. *SPARK Event* bulletin board plans and supplemental resources can be found at SPARKfamily.org.
- ★ Review the assessment samples provided on SPARKfamily.org.
 - The *Volleyball Self-Check* is a student-paced assessment, which can be administered throughout the entire unit.
 - *Volleyball Performance Rubrics* are observational assessments you can use to collect skill development data.
- *Volleyball Peer Coaching Task Cards* guide students in offering feedback to their partners for proper performance. Students take turns being the Coach and the Performer.
- The *Volleyball Unit Test* provides students a chance to show off their new knowledge through a short written test given at the end of the unit.
- *Volleyball Coulda, Shoulda, Woulda* scenarios allow students to reflect and respond to situations they are often faced with during physical education/physical activity settings. These make excellent homework assignments and topics to discuss with a partner or in small groups.
- The *Create a Game Activity* should be used toward the end of the unit.

Safety

- ★ Be sure the surface of the activity area is smooth, dry and free of unnecessary equipment.
- ★ Foam balls or volley trainers are recommended for “sting free” passing.
- ★ During partner drills, pairs practice with each other in similar line of direction, in parallel lines that are safely spread apart (partner face-off formation).
- ★ Establish rules for dealing with errant balls. If balls go into an adjoining area ask others to retrieve with “please” and “thank you.”
- ★ Keep a safe distance between playing areas or courts to avoid collisions and to prevent balls from interfering in other groups' activities.

VOLLEYBALL

How To Use It (cont'd.)

Limited Equipment/ Large Class Ideas

Inside Mini-Lessons

If volleyballs or courts are in short supply for your class, divide the class in half. While one half moves around the perimeter of your courts, building aerobic capacity, teach a mini-lesson to the other half. On signal (5-7 minutes), switch roles. The mini-lesson could include any activity in the unit.

Inclusive Strategies

Integrating students with special needs benefits all students in the class. Assessing level(s) of ability determines what adaptations, if any, are needed. Some students need very few adaptations, while others may require full, hand-over-hand, adult assistance.

Volleyball-Specific

- ✦ Remove arm rests from wheelchairs so students have more freedom of movement.
- ✦ Use different types and sizes of balls.
- ✦ Beach balls move through the air slowly and are easier to track.
- ✦ Balloons, beach balls, volley trainers and foam balls are soft and do not sting, thus serve as good substitutes for official volleyballs.
- ✦ Lowering the net allows more students to be successful.

- ✦ Allow unlimited hits per side before the ball travels to the other side.
- ✦ Allow the server to move closer to the net.
- ✦ Play an adapted version of volleyball called “Newcome” where students use catching and throwing rather than forearm and overhead passes.
- ✦ Provide bright or tactile boundaries for students with visual impairments.

Generic

- ✦ Allow children to participate at their own level.
- ✦ Request that adult aides come to physical education to assist, and/or use student helpers.
- ✦ Teach one segment of an activity, rather than an entire game in one lesson.
- ✦ Watch students participate in pairs or very small groups and check for understanding before introducing them to larger group games.
- ✦ Continue to check for understanding throughout the unit.
- ✦ Emphasize to all students that individual, partner, and group improvement is the goal, not scoring points or “winning” a game. This helps keep the focus on skill development and physical activity and not on the final outcome or score.

VOLLEYBALL WHAT YOU NEED

	QUANTITY	INVENTORY	NEED
EQUIPMENT			
Volleyballs soft touch or foam	1 per student		
Jump Ropes 10' or longer to serve as nets	1 per 6 students		
Cones for grids and boundaries	1 per student		
Spot Markers for grids and boundaries	1 per student		
Various Balls soccer, basketball, Wiffle® balls	2 per 3 students		
Hoops	1 per 2 students		
Pencils	1 per 4 students		
Marking Pens or Stamps and Pads	5		
Music and Player	1		
Volleyball Nets optional	1 per 6 students		
Pedometers	1 per 4 students		
Shoulder Folders optional	1 per 5 students		
SPARK INSTRUCTIONAL MEDIA (SPARKfamily.org and/or SPARKfolio)			
Skill Cards			
Volleyball Pass with Partner			
Volleyball Set with Partner			
Volleyball Volley			
Volleyball Ping Pong			
Volleyball Cooperative Volleyball			
Volleyball Pass and Follow			
Volleyball Cross Over			
Task Cards			
Volleyball Adventure Race			
Volleyball Xtreme			

VOLLEYBALL

WHAT YOU NEED (cont'd.)

Assessments

Volleyball Self-Check

Volleyball Performance Rubric

Volleyball Peer Coaching Task Cards

Volleyball Unit Test

Volleyball Coulda, Shoulda, Woulda

Volleyball Create a Game

FACILITIES

- ✦ All activities may be done on grass, sand, blacktop, or in a gym.
- ✦ Although having a net helps prepare students for the traditional volleyball game, a net or court is not necessary for students to learn the basic skills or participate in this unit's activities.



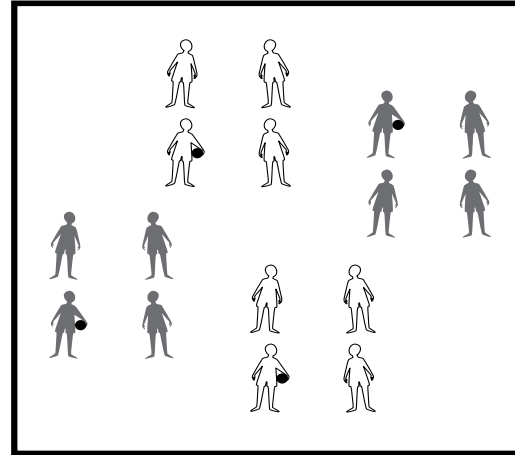
Prep

- 1 ball per 4 students

Set

- Use the same activity area you will use for the rest of your lesson.

Teach



1. In *Passing 21* you will work on passing the ball to others in your group.
2. As you arrive, join a group of fewer than 4 students. If there are already 4 in a group, begin a new group. Each group of 4 needs 1 volleyball.
3. When you have 4 students, form a square and toss the ball underhand to 1 of the players. They will pass the ball using a forearm or overhead pass to another player. Continue.
4. You earn 1 point if ball bounces once and 2 points if the ball does not bounce. The object of the game is to keep the rally going and to earn 21 points.
5. If the ball bounces more than once, begin the rally again with an underhand toss. Continue scoring. Do not start over.
6. Play to 21 points. You can only score 21 when each group member has made at least 1 pass.
7. Continue until the signal. If you reach 21 before the signal, begin again.

ASAP EXTENSIONS

- * **1 – No Bounce**
Score 1 point only when the ball is passed before hitting the ground. No bounces allowed.
- * **2 – Accuracy 21**
Hit the ball in a set pattern around your group, always hitting to the same person. This requires accurate passing.

STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Overhead pass, forearm pass, underhand toss

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



Prep

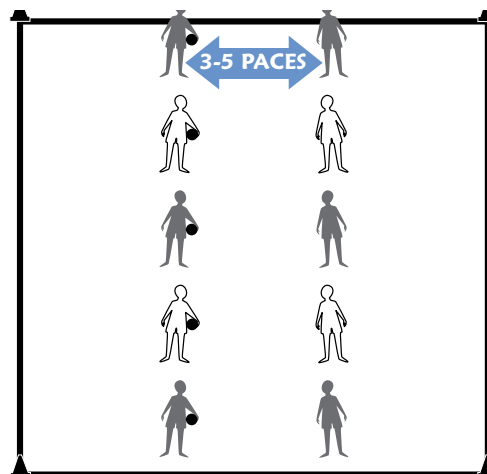
- 1 ball per 2 students

Set

- Use the same activity area you will use for the rest of your lesson.

Teach

1. In *Pepper*, you will work with a partner to practice forearm passing (bumping), and overhead passing (setting).
2. As you arrive, find a partner and get a ball for the 2 of you. Stand about 3-5 paces from your partner.
3. Begin with a high, underhand toss (as if you're trying to land the ball softly on your partner's forehead).
4. Passer passes it back to partner who catches it. Alternate using a forearm and overhead pass.
5. After 10X, switch roles.
6. Continue until the signal.



ASAP EXTENSIONS

- * **1 – Make ‘Em Move**
Toss the ball to the L and R of your passing partner.
- * **2 – Bump, Set, Spike**
Begin with a high toss. First player uses forearm pass (bump), 2nd hitter uses overhead pass (set) to pass back to the first who spikes it back to partner. Partner then bumps it up high. Continue bumping, setting, and spiking in a cycle.

STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Overhead pass, forearm pass, underhand toss

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



Prep

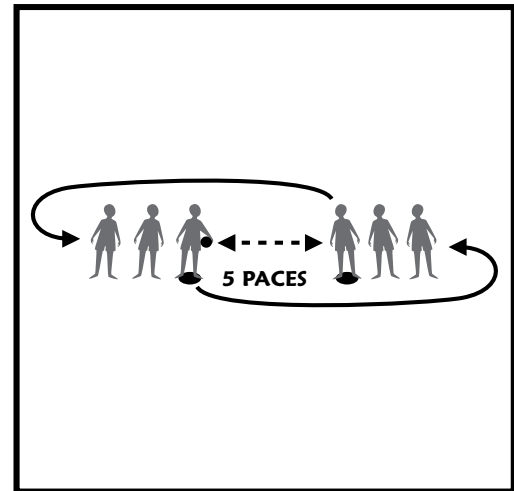
- 1 ball per 4-6 students

Set

- Use the same activity area you will use for the rest of your lesson.

Teach

1. In *Pass and Follow* you will practice passing for accuracy.
2. As you arrive, join a group of fewer than 6 students. If there are already 6 in a group, begin a new group. Each group of 6 needs 1 volleyball.
3. Once you get at least 4 players, form 2 file lines facing each other about 5 paces apart. Player in front of line starts with the ball and tosses to the front player in the opposite line and stays to receive and make a pass.
4. First player in receiving line passes back across, then runs to their R to the back of the opposite line.
5. Continue passing back and forth until signal.



←-----→ = Pass
—————→ = Run

ASAP EXTENSIONS

- * **1 – Longer Distance**
Spread the 2 lines farther apart to work on longer-distance passing. The longer run will also increase heart rate and improve aerobic capacity.
- * **2 – Bump, Set, Spike**
Begin with a high toss to opposite line. First player uses forearm pass (bump), 2nd hitter uses overhead pass (set), and 3rd player spikes it. Do this in a *Pass and Follow* format where you pass, then run to your R to the opposite line.

STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Overhead pass, forearm pass, underhand toss

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



Prep

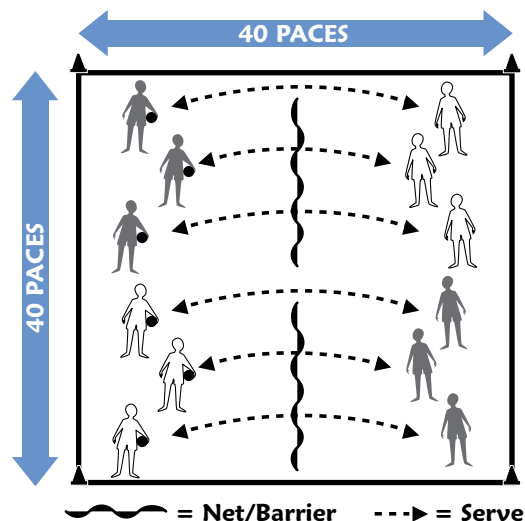
- 1 ball per 2 students
- Put nets up on volleyball courts

Set

- Use the same activity area you will use for the rest of your lesson.

Teach

1. In *Serving Shower* you will practice serving balls over the net.
2. As you arrive, find a partner, get a ball, and face your partner on opposite sides of a net. Find a court with fewer than 6 pairs.
3. Serve the ball back and forth over the net with your partner.
4. Serve from anywhere on the court using proper serving technique.
5. Continue until the signal.



ASAP EXTENSIONS

- * **1 – Step Back**
After 3 serves go over the net and into the court, step back to progressively add distance to your serve. Once you reach the baseline, continue from there.
- * **2 – Overhand Serve**
If you are over 80% successful with your underhand serve, work on your overhand serve.

STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Serving

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)

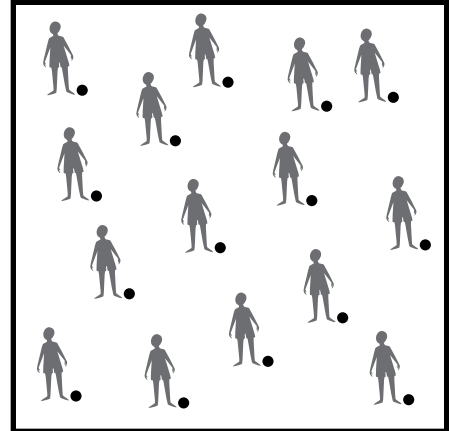


Prep

- 1 ball per student (soft volley trainer or foam ball)

Set

- Scatter students in area; each with a ball on floor nearby.



Teach

1. Today you will learn and practice the forearm pass, sometimes called the “bump.”
The forearm pass is used to start a rally after the serve. It helps take speed and spin off the ball, making it easier to set. It can be used to pass any ball and should be contacted below the waist.
2. First, practice without the ball (shadowing). Add a ball when you show good technique.
3. **Ready Position**
 - Place feet shoulder width apart with toes pointed straight ahead. Place 1 foot slightly forward, bend your knees, and get low.
 - Stretch your arms out in front; elbows straight. Make a fist with 1 hand and wrap it with the other. Place thumbs side-by-side, pointing slightly down.
 - Create a flat platform with forearms.
4. **Execution**
 - Position yourself in front of the incoming ball so you can step into the pass.
 - Watch as the ball contacts your forearms.
 - As the ball makes contact, straighten knees, shrug shoulders, and move arms up slightly to pass.
5. On signal, self-toss your ball up, use the forearm pass to bump it straight up, then catch it.
6. When you catch 3 in a row, toss and bump it 2X before catching. Build up to continuously bumping to yourself under control.
7. **Cues**
 - Lock your elbows to make a flat platform.
 - Contact ball with both arms at the same time.
 - Shrug your shoulders and straighten your knees.
8. **Challenges**
 - How many forearm passes can you do in a row?
 - Can you toss and pass back and forth with a partner?
9. **Think About...**
 - What role do your legs play in executing the forearm pass? Your shoulders? Your forearms?

FOREARM PASS

EXTENSIONS

Hoop-to-Hoop

(Need 2 hoops and 1 ball per pair.) Stand 5 paces from your partner, standing in different hoops. Partner tosses ball high to you, then forearm pass the ball back to your partner. Partner tries to stay in the hoop and catch it. Earn 1 point for a catch. Switch after 3 catches. Increase the distance to increase the challenge.

Target Practice

(Need wall space. Tape 1 3' "X" target per 5 students to the wall.) Use forearm passes to hit targets. Score 1 point for each hit. How many points can you score before the signal?



HOME INTEGRATION

Practice forearm passing (aka – bumping) at home with a balloon. Concentrate on proper form, having fun, setting new records with each attempt. Add more of a challenge by adding a tiny bit of water to the balloon (so it falls faster). Watch out for things you might bump into as you bump. Breaking household items is not a part of the game.



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Ready position, forearm pass

Personal/Social:

Accepting challenges

Your State (Write in here)



TEACHING TIPS

- Hard balls sting forearms. Use foam balls or volley trainers instead. If you don't have any, let some air out of volleyballs.
- A good toss from a partner is critical to skill development. Allow pairs to practice tosses before practicing the forearm pass.

NOTES

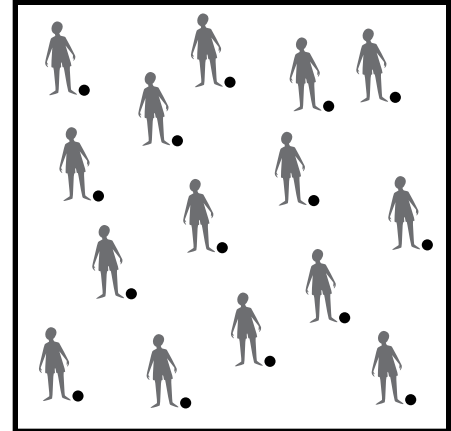


Prep

- 1 ball per student (soft volley trainer or foam ball)

Set

- Scatter students in area; each with a ball on floor nearby.



Teach

1. Today you will learn and practice the overhead pass. When the ball is high above your shoulders, use an overhead pass. When an overhead pass is made near the net for a hitter to hit to the opponent's side, it is called a "set."
2. First, practice without the ball (shadowing). Add a ball when you show good technique.
3. **Ready Position**
 - Point your toes straight ahead and feet shoulder width apart. Place 1 foot slightly forward, bend your knees, and get low.
 - Square your shoulders to the target.
 - Raise arms overhead; bend elbows out to sides to create a large diamond.
 - Make hands in the shape of the ball; point thumbs toward eyes.
4. **Execution**
 - Position yourself under the incoming ball so you can step forward and into the pass.
 - Watch ball contact finger pads.
 - Extend your knees, elbows, and wrists toward your target.
 - Allow hands to "give" (spring back) on contact.
5. On signal, toss your ball up, use the overhead pass to pass it straight up, then catch it. Continue tossing, passing, and catching.
6. When you can catch it 3X in a row, then toss and pass it 2X before catching. Build up to continuously passing to yourself under control.
7. **Cues**
 - Get in position early.
 - Make your hands in the shape of the ball.
 - Extend legs, arms, and wrists toward the target.
8. **Challenges**
 - How many overhead passes can you do in a row?
 - Can you toss and pass back and forth with a partner?
9. **Think About...**
 - How can you control the direction the ball travels when you use the set

OVERHEAD PASS

EXTENSIONS

Hoop-to-Hoop

(Need 2 hoops and 1 ball per pair.) Stand 5 paces from your partner, each in different hoops. Partner tosses ball high to you, then overhead pass the ball back to your partner. Partner tries to stay in the hoop and catch it. Earn 1 point for a catch. Switch after 3 catches. Increase the distance to increase the challenge.

Target Practice

(Need wall space. Tape 1 3' "X" target per 5 students to the wall.) Use sets to hit targets. Score 1 point for each hit. How many points can you score before the signal?



WELLNESS INTEGRATION

Have you ever heard, “you lose most of your body heat from your head – so wear a hat!”? Well, that’s actually a myth. However, the head, face, and chest are more sensitive to changes in temperature, and the nose and ears are susceptible to frostbite in severe cold. So, put a hat over your head, wear a scarf, and if your mom tells you that you lose most of your heat from your head – it’s best to simply smile and say, “OK.”



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Ready position, overhead pass

Personal/Social:

Accepting challenges

Your State (Write in here)



TEACHING TIPS

- If inside, balloons in a plastic grocery bag or beach balls work well as they are lighter and easier to control for beginners.
- Use music to increase enjoyment and motivation.

NOTES

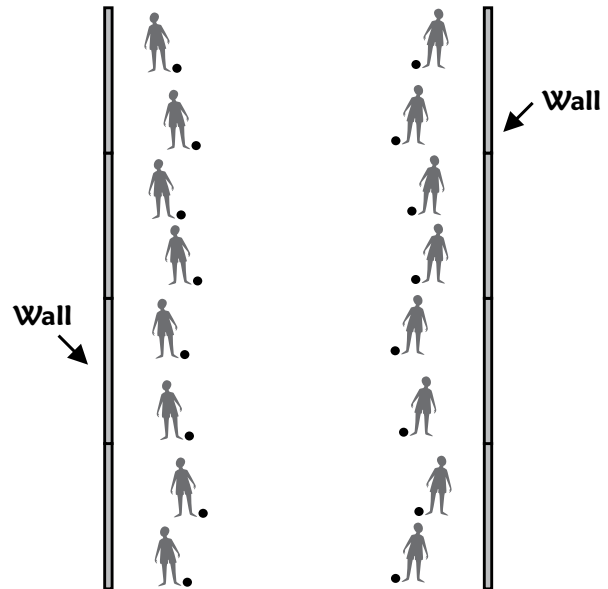


Prep

- Wall space (enough for all students to have 5 paces each)
- 1 ball per student (soft volley trainer or foam ball)

Set

- Scatter students along wall; each with ball on floor nearby.



Teach

1. Today you will learn and practice the underhand serve. Serving is the way to start every rally in volleyball. The underhand serve, while not the most powerful, can be very accurate and consistent.
2. First, practice without the ball (shadowing). Add a ball when you show good technique.
3. **Underhand Serve**
 - Square hips and shoulders to your target and step forward with the foot opposite your striking hand.
 - Hold ball on palm of non-serving hand, in front of serving side hip.
 - Bring serving arm back to about 4 o'clock, then swing your serving hand forward.
 - Contact the ball with the heel of an open hand just under the mid-line of the ball. Transfer weight from back foot to front foot as you strike ball.
 - Follow-through with your arm to shoulder height.
4. **Step Back**
 - On signal, serve your ball to the wall, trying to catch the rebound. When you have caught 3 in a row, take a step back. Keep serving until the signal.
5. **Cues**
 - Move serving arm like a pendulum.
 - Hit ball off your hand; don't toss it.
 - Add distance by taking a bigger backswing.
6. **Challenges**
 - How far from the wall can you get before the signal?
7. **Think About...**
 - What are some principles you can use to increase the force applied to your serve?

UNDERHAND SERVE

EXTENSIONS

Through the Hoop

(Need 1 hoop and 1 ball per 3 students.)

One student holds hoop vertically overhead; the other 2 face off with hoop in the middle. Serve back and forth trying to serve the ball through hoop. Score a point each time ball goes through hoop. After 6 serves, switch holder.

Target Practice

(Need wall space. Tape 1 3' "X" target per 5 students to the wall.) Use your best technique to serve at targets. Score a point for each hit. How many points can you score before the signal?



WELLNESS INTEGRATION

Procrastination, or the act of putting off tasks to a later time, is believed to be a stress-related coping strategy. It's also a very bad habit. Contrary to what your brain may believe, procrastination often results in stress, guilt, and even personal crisis. So, don't put off to tomorrow what you can do today. Get off your gluteus and get it done!



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Underhand serve, principles of rebound

Personal/Social:

Accepting challenges

Your State (Write in here)



TEACHING TIPS

- Monitor safety (e.g., balls being hit too hard, students moving in front of servers, etc.).
- If wall space is limited, use stations. Some students practice forearm pass, others set, and others serve. Rotate every few minutes.

NOTES



Prep

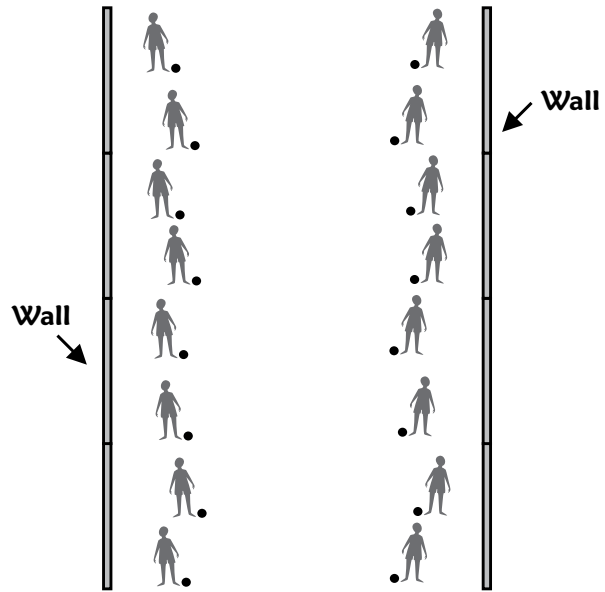
- Wall space (enough for all students to have 5 paces each)
- 1 ball per student (soft volley trainer or foam ball)

Set

- Scatter students along wall; each with ball on floor nearby.

Teach

1. Today you will learn and practice overhand serves. The overhand serve is more powerful and more difficult to return than the underhand serve.
2. First, practice without the ball (shadowing). Add a ball when you show good technique.
3. **Overhand Serve**
 - Square hips and shoulders to your target. Step forward with the foot opposite your striking hand.
 - Place ball on palm of non-striking hand, holding it straight in front of striking-arm's shoulder. Place striking hand on top of ball, facing down.
 - As you toss the ball in front of your striking-arm and above your head, bring your striking hand back near your ear with your elbow shoulder-high.
 - Extend your elbow and strike the ball with the heel of your open hand as though giving the ball a high-five.
 - Transfer weight from back foot to front foot as you strike ball.
 - Follow-through with the striking hand in the direction of the target.
4. **Step Back**
 - On signal, serve to the wall, trying to catch the rebound. When you have caught 3 in a row, take a step back. Keep serving until the signal.
5. **Cues**
 - Keep your eyes on the ball.
 - Give the ball a hard high-five, hitting with the heel of your hand.
 - Shift your weight as you strike the ball.
6. **Challenges**
 - How far from the wall can you get before the signal?
7. **Think About...**
 - What other skills are similar to the overhand serve?
 - How can the previous learning of a skill help you to learn a new, similar skill?



OVERHAND SERVE

EXTENSIONS

Through the Hoop

(Need 1 hoop and 1 ball per 3 students.) One student holds hoop vertically overhead (use 1 hand to hold hoop with the other ready to deflect an oncoming serve). The other 2 student are in face off formation with hoop in the middle. Serve back and forth trying to serve the ball through hoop. Score a point each time ball goes through hoop. After 6 serves, switch holder.

Target Practice

(Need wall space. Tape 1 3' "X" target per 5 students to the wall.) Use your best technique to serve at targets. Score a point for each hit. How many points can you score before the signal?



WELLNESS INTEGRATION

Challenge: (*noun*), something that by its nature serves as a call for special effort and leads to growth or improvement. That's the definition, here's the reality. Challenging yourself is one of the most important things you can do. Facing life's challenges with a positive attitude and a plan will help you become the person you want to be. Rise to the challenge!



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Overhand serve, principles of rebound

Personal/Social:

Challenge completion

Your State (Write in here)



TEACHING TIPS

- If inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can maximize time on the task and spend less time chasing balls.
- Monitor safety (e.g., balls being hit too hard, students moving in front of servers, etc.).

NOTES

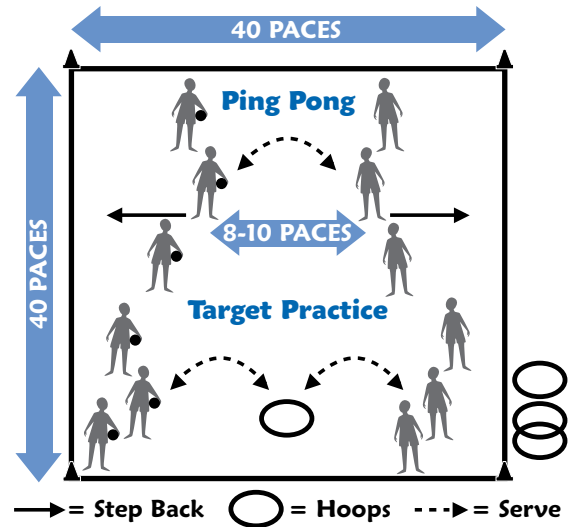


Prep

- 4 cones (for boundaries)
- 1 hoop per 2 students
- 1 ball per 2 students

Set

- Create large (40X40 paces) activity area.
- Pair students; partner face-off formation (8-10 paces apart), each pair with a ball.
- Place hoops outside area (for use later).



Teach

1. In *Serving Challenges* you will practice and improve your serve. You may use either underhand or overhand serve or a little of both.
2. **Ping Pong**
 - (Review serving cues.)
 - On signal, serve back and forth with your partner.
 - Try to serve so your partner can catch it before 2 bounces.
 - When your partner has caught it 3X in a row, take 1 step back.
3. **Target Practice**
 - Place a hoop on the floor midway between you and your partner.
 - Aim your serve to land in the hoop.
 - On signal, serve back and forth with your partner. Score a point each time it lands in the hoop.
 - When you have 3 points, take 1 step back. Continue stepping back after every 3 points.
4. **Challenges**
 - How many times can you serve into the hoop before the signal?
 - How far can you move back and still get it in the hoop 3X?
5. **Think About...**
 - What effect can expressing encouragement to your partner have on their skill development?

SERVING CHALLENGES

EXTENSIONS

Keep Away

(Form groups of 3. One hoop per group.) One student stands in the hoop between the other 2. Outside 2 serve to each another trying to avoid the group member in the middle. Score 1 point if your serve gets to your partner on the other side. Switch positions after 6 total serves.

Serving Strategies

Try adding speed or hitting your serve at an angle to make it more difficult for your partner to catch. Score a point each time they are within distance, but can't catch the ball.



GLOBAL INTEGRATION

Serving your local community can seem like a challenge, and sometimes it's difficult to find the time to volunteer to a good cause. However, acts of community service don't have to be big to make a big difference. Sitting with someone new at lunch, helping teachers keep equipment in good condition, and living an example of kindness and respect; these are simple things that can really improve the world around you.



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Underhand serve

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



TEACHING TIPS

- Emphasize proper technique.
- Pre-plan so a single class is organized in the same format from the beginning to end.

NOTES

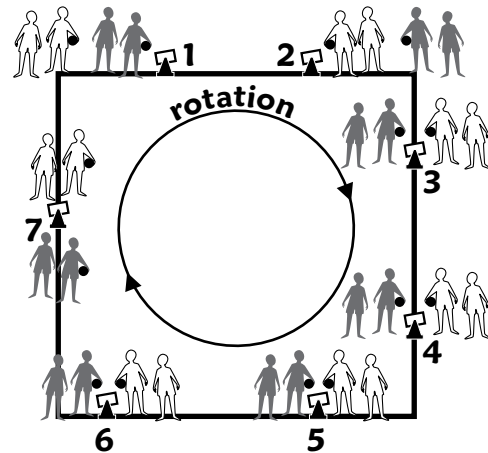


Prep

- 7 cones (for stations)
- 1 ball per pair
- Music (interval) and player
- 7 *Volleyball Skill Cards* (SPARKfamily.org)
- 7 Shoulder Folders (optional)

Set

- Create circuit by placing *Volleyball Skill Cards* around perimeter on cones and in Shoulder Folders to form stations.
- Form pairs and distribute evenly at all stations, each pair with a ball.



Teach

1. Today you will move through a *Volleyball Skills Circuit* and practice various volleyball skills at 7 stations at your own pace and at your own level.
2. (*Teach and have students demonstrate all stations.*)
3. On music, practice the skill shown on the *Volleyball Skill Card* with your partner/group.
4. When music stops, return the equipment and rotate clockwise to the next station.
5. (*Allow 3-5 minutes per station depending on time.*)
6. **Think About...**
 - What things can you do to take responsibility for your own improvement?

VOLLEYBALL SKILLS CIRCUIT

EXTENSIONS

Mixed Volleyball and Fitness Circuit

(Need Fitness Skill Cards and appropriate equipment. Alternate fitness stations with volleyball stations.) In this circuit you'll alternate between volleyball and fitness stations.

Create Your Own

(Add a Create Your Own station.) At the Create Your Own Station you will create and practice your own volleyball practice drill.



WELLNESS INTEGRATION

Here's the #1 reason to appreciate gravity. In order to exercise in space, astronauts have to wear resistive harnesses that pull them down on treadmills. It's so uncomfortable that they have to take a break every 5 to 10 minutes. It also creates heavy vibrations that can interfere with spacecraft technology – not a good thing for sure. So, celebrate gravity and go for a jog today!



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Serving, passing

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



TEACHING TIPS

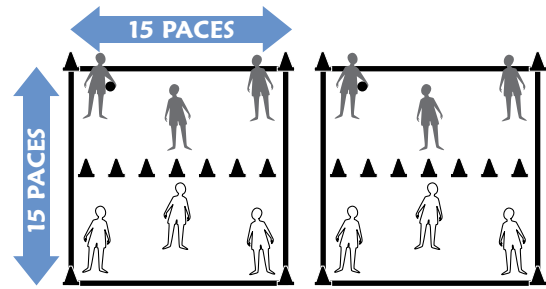
- Allow students to choose their own partners.
- Use music to signal rotation (e.g., music plays while students exercise; music stops, then they rotate to the next station).

NOTES



Prep

- 4 cones or spot markers per 6 students (to create courts)
- 4-8 cones per 6 students (to create midlines)
- 1 ball per 6 students



Set

- Create medium court (15X15 paces) per group of 6. Create a midline for each court with cones.
- Form groups of 3; 2 groups and 1 ball per court.

Teach

1. In *Volley Tennis* you will practice your volleyball skills with a 3V3 mini-game.
2. The object of *Volley Tennis* is to have each player in your group hit the ball before sending it to the other group's court.
3. Position 1 player in the front-center, 3-5 paces from the midline. The other 2 players split the backcourt (R and L).
4. **The Rules**
 - Play begins with a serve from the R-back player, behind the baseline (back line).
 - The ball can bounce 1X between hits.
 - Receiving group is allowed 3 hits to get the ball back to the other side of the court.
 - A point is scored if the receiving group hits the ball out of bounds, allows the ball to bounce more than once, or allows the same player to hit twice. If the serving group scores a point, they continue serving. If the serving group makes an error, it is a side-out and the other group wins the serve.
 - On a side-out, rotate positions. Rotation is clockwise (Server moves to L Back, to Center Front, to Server.)
5. **Cues**
 - Communicate with group members by calling "Mine!" before hitting.
6. **Challenges**
 - Can you keep the ball in play without letting it bounce?
7. **Think About...**
 - What was each individual's role in the game?
 - What might be the result if players do not carry out their roles?

VOLLEY TENNIS

EXTENSIONS

No Bounce

You must hit the ball before it touches the ground.

Bump, Set, Return

A serve must be played using a forearm pass (bump), followed by an overhead pass (set), then either a bump, set or spike to return it over the net.



MULTICULTURAL INTEGRATION

Just like *Volley Tennis* is a mix of two very different sports, modern *sushi* is often a mix of Japanese cuisine with regional culture. Don't be afraid, *sushi* does not mean, "raw fish", that is *sashimi*. In fact, there are many types of *sushi* that don't include fish at all. The California Roll is a great example of multicultural *sushi*. It's made with avocado and cucumber along with traditional *sushi* rice and wraps. Yum!



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Volleyball passes, serves

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



TEACHING TIPS

- Allow additional bounces per side to decrease the difficulty level.
- Reduce time spent giving instruction by stating the desired outcome first, then 1 or 2 steps to achieve it.

NOTES

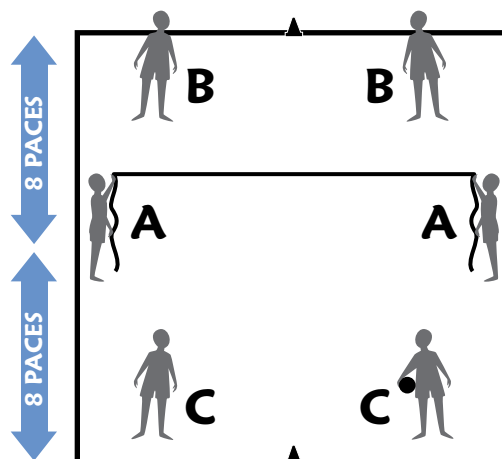


Prep

- 2 cones per 6 students (for boundaries)
- 1 ball per 6 students
- 1 long rope (10') per 6 students (for nets)

Set

- Form groups of 6; 3 pairs (A, B, and C) working together.
- Groups scatter in area 10-15 paces from other groups.
- Pair A is the 1st “net” (holding rope shoulder-high), Pair B on one side of the net, and Pair C on the other. Pair C serves first.
- Place 1 cone on each side of the net, 8 paces back from the net (for baselines).



Teach

1. *Mini-Volleyball* is a modified 2V2 volleyball game combining the skills you have practiced.
2. **The Rules**
 - The cone marks the baseline and Net Holders are the side boundaries.
 - Play begins with a serve from Pair C. You may serve from anywhere inside your side of the court.
 - Server is allowed 2 chances to get the ball over the net and into the other court.
 - Receiving pair may use 3 hits to send the ball back over the net (but no player may hit twice in a row.)
 - Ball may bounce 1X between hits.
 - When Serving pair loses a rally, it is a side-out. The ball goes to the other pair to serve.
 - Switch Net Holders every 10 serves (Pair A moves to 1 side, Pair B becomes Net Holders, etc.).
3. **Cues**
 - Net Holders, hold the rope straight at shoulder height, and call the score before each serve. Call Serving pair’s score followed by Receiving pair. Rotate after 10 serves.
 - Receivers, call the ball (“Mine”) before you hit it.
4. **Challenges**
 - Servers, can you serve from farther back than you did last serve?
 - Receivers, can you pass to your teammate before sending the ball over the net?
5. **Think About...**
 - How can you include students with different skill levels in a volleyball game?

MINI-VOLLEYBALL

EXTENSIONS



No Bounce

You must hit the ball before it touches the ground.



Moving Net

Net holders rotate slowly in a circle to keep all players constantly moving.



HOME INTEGRATION

Mini-Volleyball is an easy and fun way to get active at home. If you don't have cones and a rope, just draw a line on the ground and use that as net. If you don't have a ball, use a balloon. Find some friends or family members and test your skills. Move furniture and pets aside to keep everyone safe.



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Forearm pass, overhead set, underhand serve

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, accepting challenges

Your State (Write in here)



TEACHING TIPS

- Appoint the Rope Holders to be referees and call balls in and out of bounds.
- If space is limited, add a 4th pair and an extra ball to each group. The extra pair practices setting and passing on the side, and all rotate after 10 serves.
- When forming groups give students 5 seconds to find partners, then create a "Lost and Found" to group extra students.

NOTES

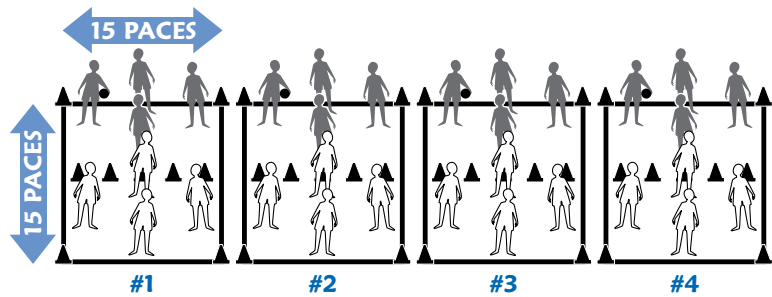


Prep

- 1 cone per student
(to create courts and midlines)
- 1 ball per 8 students

Set

- Create medium court (15X15 paces) per group of 8; use cones to mark midlines.
- Form groups of 4. Assign 2 groups with 1 ball per court.



Teach

1. Today you will play 4V4 *Volley Tennis* in a *Royal Court Tournament*.
2. The object of the tournament is to move to the Royal Court. You do that by playing until the signal. At the signal, whichever team is ahead moves up 1 court, toward the Royal Court. The team that is behind moves down 1 court, away from the Royal Court.
3. On signal, all courts begin playing *Volley Tennis* (See *Volley Tennis* for complete rules).
4. On stop signal, (allow 3-5 minutes) move in the appropriate direction to a new court.
5. If the score is tied, use Rock, Paper, Scissors to determine who moves up and who moves down.
6. If you're in the Royal Court and are ahead at the signal, remain in the Royal Court. If you're in the bottom court and are behind at the signal, remain in the bottom court.
7. On signal, begin playing the new group. (Continue for as many rounds as time allows.)
8. **Think About...**
 - What are good things about *Royal Court Tournaments*?
 - How is this different from a Round Robin tournament?
 - Is it more challenging to play others who are similar to your skill level?

ROYAL COURT TOURNAMENT

EXTENSIONS



Pedometer Check

(Need 1 pedometer per student.) Wear a pedometer while playing. How many steps can you take during the lesson?



Heart Rate Check

(Need 1 heart rate monitor per student.) Wear a heart rate monitor while playing. What was your average heart rate during the lesson?



GLOBAL INTEGRATION

One of the world's most popular royal contests is the game of chess. However, most people don't know that modern chess evolved from a Persian game known as *Chatrang*, inspired by epic Persian stories. The game was carried throughout the Muslim world, eventually landing in Southern Europe with modern rules and strategies published in Spain in the 15th century.



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Forearm pass, overhead set, underhand serve

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, accepting challenges, introduction to rules

Your State (Write in here)



TEACHING TIPS

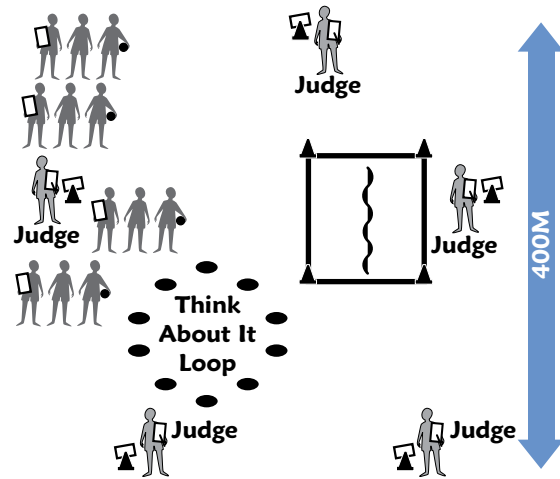
- Allow additional bounces per side to decrease the difficulty level.
- Use music to increase enjoyment and motivation.

NOTES



Prep

- 5 cones (1 each for 5 stations)
- 10 small cones or spot markers (to create *Think About It Loop*)
- 1 volleyball per 3 students
- 1 net per 6 students
- 1 *Volleyball Adventure Race Task Card* per 3 students
- 5 marking pens or stamps and pads
- 5 Shoulder Folders (optional)



Set

- Create a large loop placing 5 cones equal distance for tasks around the loop. See *Volleyball Adventure Race Task Card* for task details.
- Create 5 stations, 1 at each cone using Shoulder Folders with task station signs placed in each. See *Volleyball Adventure Race Task Card* for task details. One station includes a court with a net.
- Place 1 Judge at each of the stations and provide each with a stamp and pad or a marking pen. At the *Think About It Station*, provide the Judge with an Answer Key.
- Create a short (30 paces) *Think About It Loop* on the inside of the track, beginning and ending at the *Think About It Station*.
- Allow students to create Adventure Racing Groups of 3-4. Provide each group with a *Volleyball Adventure Race Task Card*.

Teach

1. We have learned a lot about Volleyball during this unit. Today you will test your new skills and knowledge in a *Volleyball Adventure Race*.
2. **The Rules**
 - Follow the instructions on *Volleyball Adventure Race Task Card*.
 - Groups must stay together the entire race.
 - On your 1st loop do only the *Think About It Station*. This helps spread out the groups.
 - After the 1st loop, complete all Task Stations.
 - When your group has finished 4 loops, do the *Closing Challenge*.
3. **Think About...**
 - How did you use cooperation to complete the challenges?
 - Which types of communication did you use?

VOLLEYBALL ADVENTURE RACE

EXTENSIONS

Teacher Create Your Own

(Create a Volleyball Adventure Race Task Card that: utilizes equipment and facilities unique to your school site; incorporates student suggestions; increases the challenge as students become more fit; and considers the specific needs of your students.)

Students Create Their Own

(Need 1 paper and pencil per group.)
Create your own Volleyball Group Challenge and have another group complete it.



WELLNESS INTEGRATION

Whole-grain bread is very good for you, but its crust is even better. In 2002, German researchers found that baking bread produces cancer-fighting antioxidants that are 8X more abundant in the bread's crust. So, all of you who cut the crust are missing out!



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Passing, locomotor skills

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, problem-solving, accepting challenges

Your State (Write in here)



TEACHING TIPS

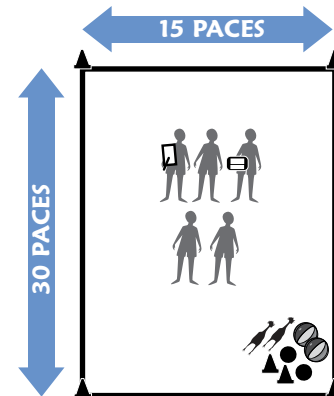
- Use music to increase enjoyment and motivation.
- As students become familiar with the format, you may not need judges at each station.
- Modify tasks depending on student needs. The shorter the loop, the more repetitions you may want to require for each task.
- Answers to *Think About It*: 1) Flat, 2) Finger pads, 3) Heel of the Hand, 4) Open Hand.

NOTES



Prep

- 4 cones per 3-5 students (for boundaries)
- Several cones to be used for goals, obstacles or boundaries by groups
- 1 volleyball per 3-5 students
- 1-2 manipulatives (e.g., foam balls, beachballs, rubber chickens, etc.) per 3-5 students
- 1 *Volleyball Xtreme Task Card* per 3-5 students
- 1 pencil per 3-5 students
- 1 pedometer per 3-5 students



- = Beachball
- 🐔 = Rubber Chicken
- 📄 = Task Card & Pencil
- ⌚ = Pedometer

Set

- Create large grid (15X30 paces) per group of 3-5.
- Form groups of 3-5, each group with 1 *Volleyball Xtreme Task Card*, 1 pedometer, 1 pencil, 1-2 balls, and several cones.
- Place manipulatives in location easily accessed by all groups.

Teach

1. (*This activity may take several class periods depending on variables such as class duration, number of students, skill level, etc. Keep lessons active by reviewing previously learned skills.*)
2. In *Volleyball Xtreme*, your group will create a new game using volleyball skills you have learned. The new game, called *Volleyball Xtreme*, must meet the criteria on the *Volleyball Xtreme Task Card*.
3. (*Go over directions on the Volleyball XTreme Task Card and answer any 3 questions students may have.*) You have X minutes (*you name*) to create and practice your new game (*provide a total of at least 45 minutes for students to prepare*).
4. Once you have created your game, teach it to another group (who has finished their creation) and play it together.
5. It's OK to fine-tune your game by modifying as needed.
6. **Cues**
 - Check your pedometer periodically to make sure it is securely attached and level.
 - Use skills with more movement to register more steps.
7. **Think About...**
 - Does your activity meet the criteria on the *Volleyball Xtreme Task Card*?
 - Did you reach the step goal?
 - What changes can you make to your activity to make it better?

VOLLEYBALL XTREME (CREATE A GAME)

EXTENSIONS

Heart Rate Xtreme

(Need 1 heart rate monitor per 3-5 students.) Groups design a version of *Volleyball Xtreme* in which a player wearing a heart rate monitor stays in HR Zone 3 during the entire game.

3-Team Xtreme

Groups design a version of *Volleyball Xtreme* in which 3 teams are playing the game at the same time.



WELLNESS INTEGRATION

Want Xtreme nutrition in a glass? Try a 100% juice blend of cranberry and pomegranate juices. This combination is Xtremely high in Vitamins C, A and E and it has a high concentration of antioxidants that fight heart disease, kidney disease, urinary tract infections and cancer. Make sure you get 100% juice with no added sugar, colors, or flavors. If not, that added junk equals an Xtremely big rip-off!



STANDARDS ADDRESSED

National PE Standards

Movement/Skills:

Volleyball skills, offensive and defensive strategies

Fitness:

Aerobic capacity

Personal/Social:

Cooperation, problem-solving, accepting challenges

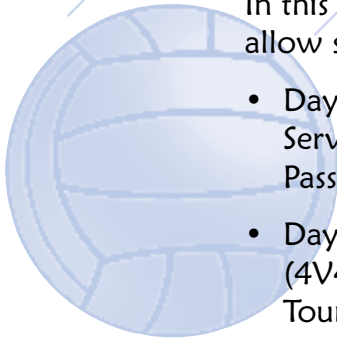
Your State (Write in here)



TEACHING TIPS

- Allow students to come up with their own games. Offer very few samples so they are more likely to create their own.
- Make sure students include safety rules as they design their games.

NOTES



Suggested Event Options (Duration 2 classes.)

In this Event there are several activity options to choose from. Free choice will allow students the opportunity to select challenges that fit their skill level.

- Day 1 Options – Skill Challenges. Students choose 2 skill events. (Individual Serve for Accuracy and Distance; Partners Keep It Up Success/Try Again; 4s Pass and Follow)
- Day 2 Options – Group Challenges. Students choose 1 group challenge. (4V4 Volley Tennis Royal Court Tournament; 6V6 Volleyball Royal Court Tournament)

Global Connection

Volleyball was created in 1895 by William Morgan at a YMCA in Massachusetts as a game that combined concepts and skills from basketball, baseball, tennis, and handball for businessmen looking to play something less demanding than basketball. It was first called “mintonette,” but after someone noticed that players were volleying the ball back and forth, the new name was coined. By 1900, a volleyball ball was specially designed and the game was beginning to spread around the world.

By 1928 the US Volleyball Association (now USA Volleyball) was formed and in 1930 the first 2-man beach game was played. In the 1940s the overhand pass was the preferred method of passing. However, it was at this time that the forearm pass was introduced. By the 1960s the dink, block, diving and rolling were added to the game. Volleyball became an Olympic team sport in the 1964 Tokyo Olympic Games. In the 1996 Atlanta Olympics, 2-player beach volleyball became an official sport.

Volleyball ranks just below soccer as the 2nd most popular participation sport in the world. Today over 800 million people all over the world play volleyball at least once a week!

Bulletin Board Basics

Get students excited for this event with a *Volleyball Around the World – Bulletin Board*. Here are the basic components to get you started. For more detailed resources visit SPARKfamily.org.

Section 1: Volleyball Venues – Modern photos of volleyball being played around the world.

Section 2: Beach Volleyball 101 – A quick look at the sport of beach volleyball.

Section 3: Skills Showcase Event Details – Event descriptions and suggestions for practicing at home.

Section 4: *Volleyball Integrations* – Post *Integrations* from the unit to be updated each lesson.

(Event Prep, Set, Teach on Page 33)

Prep

Day 1

Individual Serve for Accuracy and Distance

- 1 ball per player
- 6 hoops (for targets)
- Volleyball court with net

Partners Keep It Up Success/ Try Again

- 1 ball per pair

4s Pass and Follow

- 1 ball per group of 4
- 2 spot markers per group of 4

Day 2

4V4 Volley Tennis Royal Court Tournament

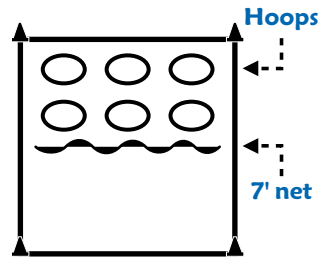
- 1 ball per 8 students
- Volley Tennis court with net (3' high) per 8 students

6V6 Volleyball Royal Court Tournament

- 1 ball per 12 students
- Volleyball court with net (7' high) per 12 students

Set

- **Day 1:** Set up 7' net for *Individual Serve for Accuracy and Distance*. Place 6 hoops in court as shown. Create a large area for *Partners Keep It Up Success/Try Again*. Create 1 court per 4 students for *4s Pass and Follow* using 2 spot markers 5 paces apart and 1 ball per court.
- **Day 2:** Set up 1 court per group of 8 choosing *4V4 Volley Tennis* (nets 3' high). Set up 1 court per group of 12 choosing *6V6 Volleyball* (nets 7' high).



Individual Serve for Accuracy and Distance.

and

Partners Keep It Up Success/ Try Again

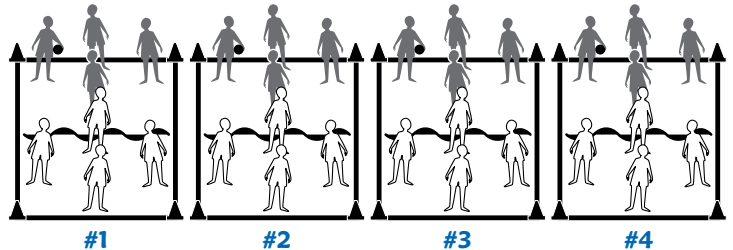


4s Pass and Follow

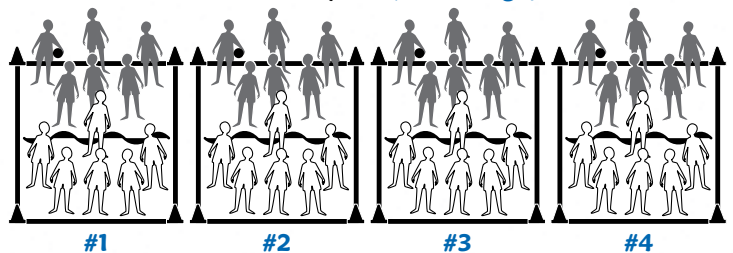
DAY 1

DAY 2

4 V 4 Volley Tennis (nets 3' high)



6 V 6 Volleyball (nets 7' high)



VOLLEYBALL SKILLS SHOWCASE

Teach

1. Day 1: Choose 2 of the 3 challenges

- *Individual Serve for Accuracy and Distance* - On signal, you have 5 minutes to score as many points as possible. You do that by serving over the net (overhand or underhand), into the hoops. Score 5 points each time you serve in or on a hoop; 1 point each time you serve in the court.
- *Partners Keep It Up Success/Try Again* – Stand 5 paces from another pair. On signal, pass the ball with your partner, trying to keep it up as many hits in a row as possible for 1 minute. On stop signal, tell the other pair your highest score (the highest number you hit in a row). The pair with the higher number moves to the Success side (*point*), the pair with the lower number moves to the Try Again side (*point*). Once at your appointed side, find a new pair to compete against. We'll continue for X number of times (*you decide*).
- *4s Pass and Follow* – Place 2 players behind 1 spot and the other 2 behind the other spot, facing each other in file lines. On signal, player with ball tosses to player across who passes it back. After passing, run to your R to the end of the opposite line. As a group, how many passes in a row can you make?

2. Day 2 of our event, choose 1 of the 2 Royal Court Tournaments:

- *4V4 Volley Tennis Royal Court Tournament* - Today you will compete in a 4V4 Volley Tennis Royal Court Tournament. Rules of Volley Tennis apply. You will play 3-minute games, then rotate up or down based on your score. (*Follow SPARK Event Instructions for Royal Court Tournament Play.*)
- *6V6 Volleyball Royal Court Tournament* – Today you will compete in a 6V6 Volleyball Royal Court Tournament. Rules of Volleyball apply. You will play 3-minute games, then rotate up or down based on your score. (*Follow SPARK Event Instructions for Royal Court Tournament Play.*)