

Lesson 1 – Volleyball Confidence and Setting: 50 minutes

Students Learn About:	Students Learn To:
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games • adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique

Lesson Rationale: The purpose of this lesson is to practice and refine students setting skills as well as easing into the topic by learning the game of volleyball through Newcomb ball and modified games.

Resources:

- 4 paddle tennis kits
- 3 volleyballs
- 1 oversized volleyball
- 1 beach ball
- Volleyball Assessment Task Guideline (1 per each student in the class)

Lesson Activities:

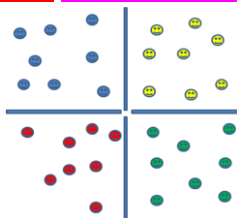
1. Warm up-Setting Circles TM a4.1, a4.2 PSA c5.2, c6.1 - 5 minutes.



- Demonstrate how to set the ball correctly (Put your hands above your head and put your index fingers and your thumbs together. to make a window with your fingers. The ball should come into contact with your fingers but never the palm of your hand. Pinch your fingers together keeping your wrists flexible and elbows slightly bent and then spring the ball out towards your team mate).
- Allow students to put themselves into one of three volleyball setting groups: Beginner, intermediate or advanced.
- Have each group move into their own spot on the basketball court with lots of room around them e.g. one in each third of the netball lines.
- Give each group a different ball:
 - Beginners= beach ball.
 - Intermediate= oversized volleyball.
 - Advanced= volleyball.

- The aim of the game is to keep the ball in the air by setting as many times as possible. Each set is worth 1 point but if the ball touches the ground you must start again. Each team must keep trying to beat their best score.
- Encourage players to call out each other's names before they set to one another.
- At the end of this warm up give each team a normal volleyball to complete one game with so that they get a feel for the game ball.

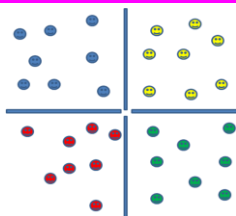
2. Four Way Newcomb Ball TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4 - 15 minutes.



- Make up 4 paddle tennis kits and place them in a cross formation as illustrated in the diagram above.
- Divide the class into 4 even teams and place each team in a different section.
- Explain that we will be playing Newcomb ball at first so that we can get to know the rules of volleyball but in a more controlled environment, a throw instead of a serve and chest passes to team mates and opposing teams.
- For this game each team **MUST** use their 3 touches (so two passes within their team before they pass the ball off to any of the other 3 opposing teams) otherwise the play is stopped and the team that forced the mistake gains a point and service the same as if the ball went out of bounds or touched the ground.
- Make sure the students take turns to serve by rotating in a clockwise direction.
- The team with the most points wins.
- Once the teams get the hang of the game add a new rule of calling the players name before they pass to encourage 'talk'. You can also encourage faster play by making it a hot potato or 2 second limit on ball holding.

NOTE: No down throws or passes allowed or play is stopped and the team that forced the mistake gains a point and service.

3. Four Way Volleyball TM a6.1 PSA d5.1, d5.2, d5.3, d5.4 - 25 minutes.



- This game is played the same as above except that it is using volleyball hits (setting, serving and digs) excluding downward hitting and downward serves to make the game playable due to the height of the paddle tennis kits.
- It is best to start without the 3 touch rule until the students get more confident.
- The team with the most points wins.

NOTE: Depending on skill levels of teams you can modify allowing one team to have a bounce in between passes and another having the 3 touch rule etc to make them more even. For more advanced classes you could also add in formations and the use of headers and/or their feet.

4. Volleyball – Assessment Task Foreclosure – 5 minutes

- Give each student in the class a copy of the Volleyball Assessment Task Guideline. Explain to student that they will be assessed during Lesson 4 for their skills, teamwork and officiating skills. Highlight that this will include assessment of Physical Literacy Continuum markers.

Lesson 2 – Serving: 50 minutes

Students Learn About:	Students Learn To:
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique

Lesson Rationale: The purpose of this lesson is to gain confidence and competence whilst performing a volleyball serve. Students will learn to serve both underarm and over arm.

Resources:

- 6 light balls (For the Run the Gauntlet warm up game, something that won't hurt when hitting students.)
- A volleyball net and court
- 6 volleyballs (or as many as possible)
- 4 oversized volleyballs (or as many as possible)

Lesson Activities:

1. Warm up- Run the Gauntlet **TM b5.1, b5.2** **PSA a4.1** - 5 minutes.
 - Have two students as 'IT' on the side lines of the volleyball court who hold all of the soft balls.
 - All the other students are to stand on the on the base line of the basketball lines.
 - When the teacher blows his/her whistle the group is to run to the other end.
 - The aim of the game is for the class to run to the other base line without getting hit on their shoulders or below. If they get hit they join the 'IT' group on the sideline and can throw balls after the next whistle is blown.
 - If a student is hit above their shoulders they are not out and may continue to run.
 - The 'IT' group must stay behind the basketball sideline when they throw and can't throw into the safe zone (behind the baseline).
 - The last two people to be hit with a ball are 'IT' in the next game.
2. Lowered Net Serving with Hoop Targets **TM a4.1** -15 minutes.



Underarm serve



Over arm serve

- Set up the volleyball net but keep the net fairly low at first (just above tennis height). As the drill eventuates and the students are having some success continually raise the net until it is at correct height.
- Demonstrate to the students how to serve under arm as well as over arm (making sure to emphasise the importance of following through). Break this down into parts for your class so that they have specific teaching points, this way they can give more effective feedback to their buddies.

- Divide the students into two even ability groups (for the game in the next activity). Get each team to go either end of the volleyball courts and line up along the serving line.
- Students are to buddy up for this activity and give each other verbal feedback on their serves. Explain to students that they need to encourage their partner as well as giving them points to work on and improve.
- Explain to the students that you need to see them do a correct underarm serve before they can attempt an over arm serve. However, towards the end of this drill make sure everyone has had at least one attempt at an over arm throw (let them know it is hard and it may take some practice).
- They can use either the oversized volleyballs or normal sized volleyballs for this drill (they choose) at first but then take all the over sized balls away to force them to practice with the game ball.
- Place hula hoops on the court and make a side challenge to see who in the class can get the most bonus points by hitting the hula targets. You may even like to give the winner a prize.
- Spread the balls out between the two teams and let them practice continual serves by retrieving the balls that have come across from the other team. Encourage them to control the ball by performing a soft dig to themselves and then taking the ball back to serve. This continues until time is up.

NOTE: This drill can be made easier by allowing some students to move closer to the net, however, be careful due to other servers behind them. Be sure to monitor students to make sure everyone is actively participating.

3. Volleyball TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 - 30 minutes

- Set the net to normal height and make sure all of the students are now inside the court area (if the groups are too big split class into three groups and allow the team that is not yet playing to be the officiating team by choosing a second referee, 4 lines people and score keepers. The officiating team is also to act like a coaching team and offer verbal feedback to all players).
- Let the students know that they are able to serve from anywhere along the serving line (it doesn't have to be the bottle right corner- this may help students that seem to always serve to the right).
- They must get the serve over in one hit with no assistance from team mates.
- Show students how to rotate and substitute correctly so that everyone gets a turn to serve (clockwise with 3 at the front and three at the back).
- Keep score (2 sets of 21 and the last set up to 15 points)
- Encourage students to talk throughout the game- calling balls in or out, names and mine or your balls.

NOTE: You could make this game more interesting for the class by allowing bonus points for serves that make the opponents move more than 3 steps to hit it back (without the ball going out of course).

Lesson 3 – Digging: 50 minutes

Students Learn About:	Students Learn To:
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition • use movement to effectively communicate and interact in group/team contexts
• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games • adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique

Lesson Rationale: The purpose of this lesson is to teach the students how to dig with confidence and proficiency. As well as encouraging teamwork and game talk.

Resources:

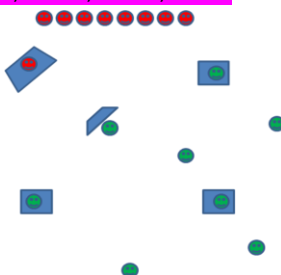
- 2 volleyballs
- One volleyball court and net
- 3 baseball bases and one home base (witches hats if inside as the bases can become slippery).

Lesson Activities:

1. Warm up- Tag Ball stuck in the mud **TM a5.1, b5.2** **PSA a5.1, d5.1, d5.4** - 5 minutes
 - Students stand inside a designated area (half of a basketball court) with 2-4 people as the taggers with one or two balls between them.
 - The aim of the game is for the taggers to get everyone stuck in the mud by tagging them with the ball (they can throw the ball to each other to cover ground quickly but they can't throw the ball to tag the players, the taggers must be touching the ball when they tag the players).
 - When a player gets tagged they are stuck in the mud and can only be freed by another player going through their legs.

NOTE: You can make this game more difficult by making the boundary area smaller, adding in more balls or adding more 'taggers'.

2. Dig Baseball TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4 - 20 minutes



- Demonstrate how to correctly dig the volleyball. (Feet are wide with the knees bent and out over your toes. Shoulders are forward and relaxed. Arms are bent and out in front of your body. Anticipate and move to the ball. Get your forearms under the ball. Lean into the ball as you make contact. Dig the ball at the midline of your body if you can. If you have to reach outside your body, extend and angle your arms in the direction of the target.)
- Explain that a dig is used to return or control powerful hits such as serves, spikes or low balls.
- Divide the class into two teams. One team is the digging team (the hitters) and the other is the fielding team.
- This game is played like baseball except the pitcher softly throws the ball to the digger who needs to dig the ball and then make a run to first base. The other difference is that the fielders can only catch the ball with one hand and have to do a volleyball pass to other fielders (either a set, dig or serve)
- Once everyone has had a hit and the home runs are counted it is side away.
- The winning team has the highest number of home runs.

NOTE: You can either use a volleyball or an oversized volleyball for this modified game.

3. Digging a point across- Modified Volleyball TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1 – 20 minutes

- This is set up as a normal game of volleyball; however as well as the winning point each correct dig gets a bonus point.
- Encourage students to talk to each other calling in's, out's, mine, yours etc.
- Make sure all students are using the correct rotations and formations.

NOTE: Depending on the ability level of your class you can modify by lowering the net, changing the game ball to an oversized volleyball or allowing a bounce in between each touch to make it easier

Lesson 4& 5 – Volleyball game and Assessment: 2 x 50 minutes

Students Learn About:	Students Learn To:
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition • use movement to effectively communicate and interact in group/team contexts

Lesson Rationale: The purpose of this lesson is to put together the skills that the students have learnt throughout the unit and play a game of unmodified volleyball. This period will be used to mark the students on their volleyball skills and techniques.

Resources:

- 3 volleyballs
- A volleyball court and net
- Assessment Task Guideline

Lesson Activities:

1. Warm up- Setting and Digging Circles TM a4.1, b4.1, b4.2 PSA c5.2, c6.1 - 5 minutes
 - Split students into 3 even ability groups (for next activity) and give each group a ball.
 - They are to try and keep the ball up in the air for as long as possible by digging/setting the ball
 - Encourage them to call out each other's name as they set or dig to each other.
2. Assessment introduction and questioning TM a6.2, b6.2 - 5 minutes.

Explain to you class that you will be marking them on all of their volleyball skills including setting, serving, digging, talking, team work and officiating. Ask the following questions to your class before you start the game to get them thinking a little more about how the game is played and the sorts of things you will be looking for when you mark them. This is also a way to gain and give feedback to students.

 - How many touches can a team make on their side of the net before returning the ball to the opposition?
 - How many players on a team can be playing at one time?
 - In what direction do we rotate and when?
 - What are some examples of 'game talk' in volleyball?
 - Why is it important to use 'game talk' when playing a game of volleyball?
 - In what situations would a set be used?
 - In what situations would a dig be used?
 - Why is it important to follow through and use your whole body when performing a volleyball dig, serve and set?
 - Where on the court is the hardest sport to return a serve from and why?
3. A Volleyball Game and Student Assessment TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 – 35 minutes
 - Have one of the three groups as the 'duty' team, helping you with lines, second refereeing and score keeping. The other team is to play each other.

- Mark students on their volleyball skills using Assessment Task Rubric. Remember to take setting, serving, digging, talking, team work and officiating into account when giving students a mark.
- Provide feedback to students on the marking criteria sheet, which includes feedback on where they currently sit on the Physical Literacy Continuum.