

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6).
- **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

FOCUS TARGETS

- **Skill:** I will demonstrate below-chest & above-chest passes.
- **Cognitive:** I will identify the components of skill-related fitness required for successful participation in Roundnet.
- **Fitness:** I will work consistently to improve my skill-related fitness during all self-passing challenges.
- **Personal & Social Responsibility:** I will encourage my classmates by offering positive feedback on their performance.

ACADEMIC LANGUAGE

- Above-Chest Pass
- Below-Chest Pass
- Community
- Encouragement
- Feedback
- Skill-Related Fitness (and components)
- Health-Related Fitness (and components)

SELECTED ASSESSMENT

- Academic Language Quiz
- Parent Exit Slip

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p><i>NOTE: This lesson calls for Spikeball equipment. If you don't have Spikeball use hoops and foam balls with bounce. Teach students each activity in this lesson prior to your parent event.</i></p> <p>Spikeballs & foam balls positioned as students/parents enter the gym. Passing cues and challenge cards position throughout the area and on projected screen. Students peer-teach self-passing to parents and/or each other.</p>	<p>Self-Passing Challenges</p>	<p>DOK 1: What are the components of skill-related fitness? DOK 2: Which components affect Roundnet performance? Why? DOK 3: How would you adapt one of the self-passing challenges to work on specific component?</p>
<p>2 LEARNING TASK</p>	<p>Students pair with parents or one another. Transition cue charts and challenge cards to Partner Passing. Students work cooperatively to complete challenges.</p>	<p>Partner Passing Plays</p>	<p>DOK 1: What is health-related fitness? DOK 2: How would you compare and contrast health-related with skill-related fitness? DOK 3: How do you think skill-related fitness relates to health-related fitness? How do each of these relate to Roundnet?</p>
<p>3 LEARNING TASK</p>	<p>Two sets of pairs come together to form a group of 4. Each pair makes up a team of 2 at each hoop/net. Tallest player walks to get a hoop/net for the group. Demonstrate with skilled group. Remind students that this is a cooperative activity. Groups of 4 work together to see how many consecutive Rallies they can perform.</p>	<p>Rally Time</p>	<p>DOK 3: How would you describe your overall reaction to your participation in Rally Time? Provide details with respect to your physical, cognitive, and emotional response? Why did you respond in these ways?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Assessment Name (Details) Project academic language quiz on screen, or hand out 1 quiz per pair. Student then quiz parents on the answers to each question. Select 2 or 3 questions to covers during a group debrief discussion.</p> <p>Ask parents to complete the parent exit slip just before they exit the gym.</p>		

SELF-PASSING CHALLENGES

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate below-chest & above-chest passes.
- ✓ **Cognitive:** I will identify the components of skill-related fitness required for successful participation in Roundnet.
- ✓ **Fitness:** I will work consistently to improve my skill-related fitness during all self-passing challenges.
- ✓ **Personal & Social Responsibility:** I will listen to feedback and use suggestions to improve my Roundnet skills.

TEACHING CUES

- ✓ Athletic Stance (Feet, Knees, Hands, Eyes Ready)
- ✓ Hand Placement (Below-Chest: Palms Up, Fingers Away; Above-Chest: Palms Out, Fingers Toward Head)
- ✓ Palm Strike (Palm Flat, Strike Between Heel & Fingers)

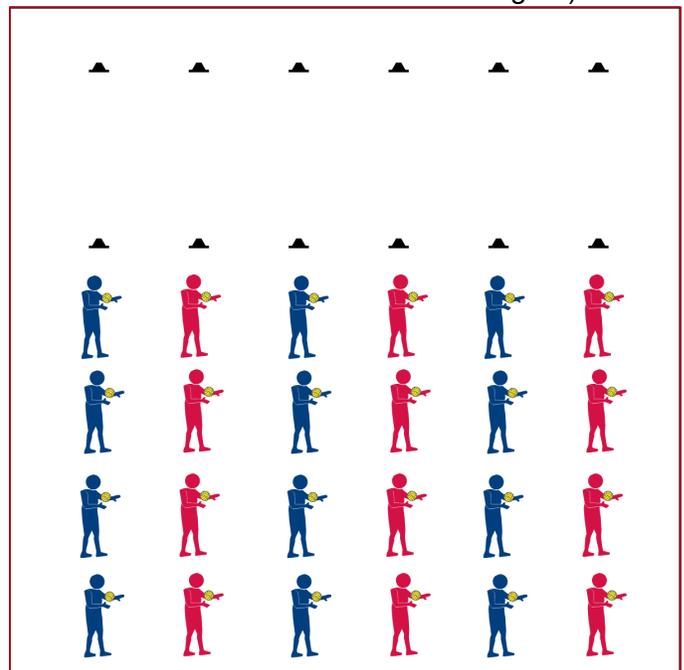
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 low profile cones per group of 4 students
- ✓ 1 Spikeball® (or foam ball) per student
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 large cone
- ✓ 1 Self-Passing Challenge Card per group of 4 students
- ✓ 1 Passing Cue Chart per group of 4 students

Set-Up:

1. Create 6 or more lines using 2 low profile cones set 10 paces apart.
2. Divide students into groups of 4, each student with a ball.
3. Line each group of 4 students up behind 1 cone. Provide students with enough personal space for moderate activity.



Activity Procedures:

1. Today we're going to start our Roundnet training by completing a series of self-passing challenges. There are two types of passes used in Roundnet: 1) Below-Chest; 2) Above-Chest.
2. Both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball (demonstrate and practice critical elements).
3. Below-Chest passing requires hand placement at waist level, palms out, and fingers away from the body.
4. Above-Chest passing requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.
5. On the start signal, work to complete the self-passing challenges found on the Challenge Card. Reach JV level with 10 successful self-passes. Reach Varsity level with 20 successful self-passes.
6. Freeze and be ready to listen when you hear the stop signal.

Grade Level Progression:

- 6th: Completes challenges demonstrating cooperative behaviors and appropriate behavior.
- 7th: Appropriately communicates suggestions for improvement and assistance to partners.
- 8th: Works with partner to develop a play of action for improving challenge performance.



SELF-PASSING CHALLENGES

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use a balloon or lightweight ball.
- ✔ **Extension:** Prompt students to create their own challenges.

ACADEMIC
LANGUAGE

Above-Chest Pass, Below-Chest Pass, Athletic Stance, Consistently, Control, Demonstrate, Skill-Related Fitness, Feedback

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **Standard 4 (M3.6-8):** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance (6); Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills (7); Provides encouragement and feedback to peers without prompting from the teacher (8).
- ✔ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are the components of skill-related fitness?
- ✔ **DOK 2:** Which components affect Roundnet performance? Why? (provide evidence)
- ✔ **DOK 3:** How would you adapt one (or several) of the self-passing challenges to work on specific components of skill-related fitness (e.g., coordination)?
- ✔ **DOK 4:** Develop a self-passing practice plan that you can do outside of class in order to improve one or more component of skill-related fitness.

TEACHING
STRATEGY
FOCUS

Identify critical content: Below-chest and above-chest passing (along with spiking) are among the most essential fundamental skills needed for successful Roundnet play. Use a video of competitive Roundnet to provide students with evidence that passing elements and cues are critical to their skill development. Then, provide students with ample time for purposeful practice.

PARTNER PASSING PLAYS

STUDENT TARGETS

- ✔ **Skill:** I will maintain my balance while focusing on accuracy while passing.
- ✔ **Cognitive:** I will compare and contrast health-related and skill-related fitness as each relates to Roundnet.
- ✔ **Fitness:** I will identify the skill-related fitness component(s) most important for passing.
- ✔ **Personal & Social Responsibility:** I will encourage my classmates by offering positive feedback on their performance.

TEACHING CUES

- ✔ Accurate Passes
- ✔ Maintain Balance
- ✔ Offer Encouragement

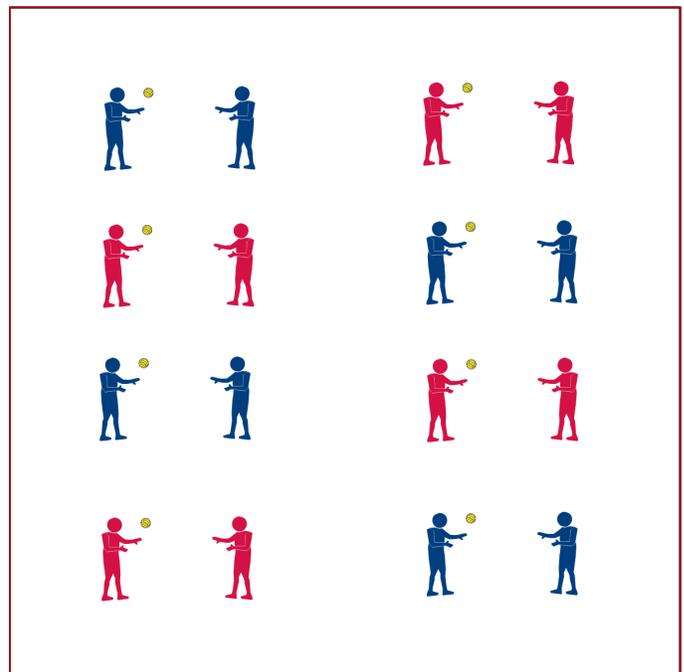
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 Spikeball® per pair
- ✔ 4-8 Partner Passing Challenge Cards

Set-Up:

1. Pair students, each pair with a ball.
2. Post several Partner Passing Challenges Cards throughout the activity area for students to see and reference.



Activity Procedures:

1. We're going to continue our Roundnet passing drills by completing a series of partner passing challenges. This will give us more advanced practice with the below- and above-chest passes.
2. Remember, both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball.
3. On the start signal, begin working to complete the partner passing challenges found on the Challenge Card. Reach JV level with 10 successful partner passes. Reach Varsity level with 20 successful partner passes.
4. Freeze and be ready to listen when you hear the stop signal.

Grade Level Progression:

- 6th: Students define and discuss the components of skill-related fitness.
- 7th: Students discuss how Roundnet can effect health- and skill-related fitness.
- 8th: Students discuss how health- and skill-related fitness components relate to Roundnet. More specifically, they discuss how each component can impact an individual's performance.



PARTNER PASSING PLAYS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use a balloon or lightweight ball.
- ✔ **Extension:** Prompt students to create their own challenges.

ACADEMIC
LANGUAGE

Accuracy, Balance, Encouragement, Feedback, Transfer Weight

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [M15.6]:** Transfers weight with correct timing for the striking pattern (6).
- ✔ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is health-related fitness?
- ✔ **DOK 2:** How would you compare and contrast health-related fitness with skill-related fitness?
- ✔ **DOK 3:** How do you think skill-related fitness relates to health-related fitness? How do each of these relate to Roundnet?
- ✔ **DOK 4:** As a class, let's develop a comprehensive training plan that could improve a person's health- and skill-related fitness in order to optimize Roundnet performances.

TEACHING
STRATEGY
FOCUS

Help students process content: Students may not associate fitness components with Roundnet participation. It's important to introduce and infuse fitness concepts whenever appropriate using student-centered dialog and not strictly lecture. Allow students to build off the ideas of their peers to summarize and elaborate on cognitive content. Use the Depth of Knowledge (DOK) questions above to start this type of content-rich discussion.

RALLY TIME

STUDENT TARGETS

- ✔ **Skill:** I will pass and spike using all skill cues.
- ✔ **Cognitive:** I will list the fitness benefits of playing Roundnet.
- ✔ **Fitness:** I will distinguish between skill-related and health-related fitness benefits.
- ✔ **Personal & Social Responsibility:** I will respond appropriately to all challenges in order to promote a positive activity environment for all.

TEACHING CUES

- ✔ Pass, Pass, Spike
- ✔ Spike: Palm Flat, Contact Between Heel & Fingers, Follow Through Down
- ✔ Cooperate & Encourage

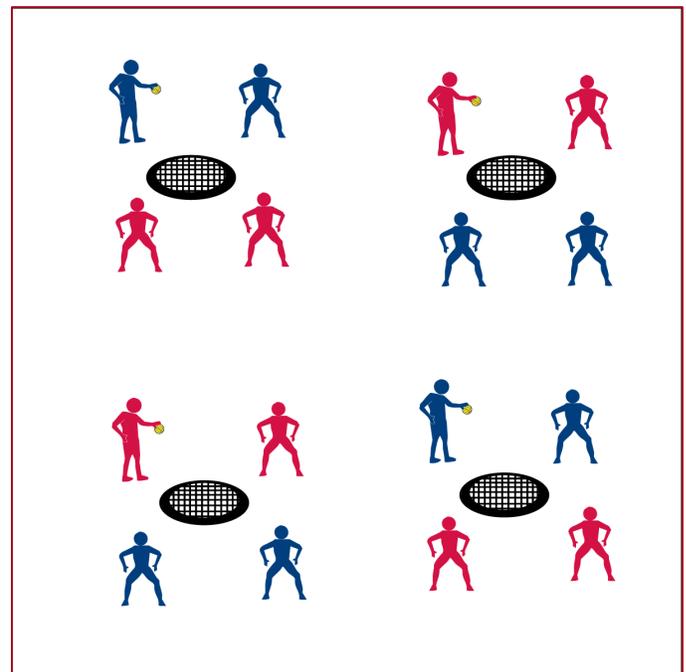
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 Spikeball® net and 1 ball per group of 4 students

Set-Up:

1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and send 2 pairs (4 players) to each net.



Activity Procedures:

1. Today's activity is a cooperative game called Rally Time.
2. The object of the activity is to build a rally with consecutive Roundnet passes and spikes.
3. Begin each rally with a tossed serve to a member of the opposite team. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession.
4. Each change of possession scores a rally point. Score 10 consecutive possession changes to achieve JV status. Score 20 to achieve Varsity status.
5. Hold the ball and be ready to listen when you hear the stop signal.

Grade Level Progression:

- 6th: Create a non-dynamic environment with the serving team catching the spike, then changing roles with the spiker now becoming the server. Each spike on net scores a rally point.
- 7th: Play the game as described above.
- 8th: After students achieve Varsity status, allow them to play a game of Roundnet for Rookies.



RALLY TIME

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Increase the size of the net/target or remove the net altogether.
- ✔ **Extension:** Limit teams to 2 hits (i.e., 1 pass and 1 spike).

ACADEMIC
LANGUAGE

Spike, Strike, Health-Related Fitness, Skill-Related Fitness, Positive Environment, Rally

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1: [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
- ✔ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are all of the fitness benefits of playing Roundnet?
- ✔ **DOK 2:** Which of these benefits are skill-related and which are health-related?
- ✔ **DOK 3:** How would you describe your overall reaction to your participation in Rally Time? Provide details with respect to your physical, cognitive, and emotional response? Why did you respond in these ways?
- ✔ **DOK 4:** What information can you gather from your peers to support your ideas about how and why you reacted in the ways that you did.

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: The Rally Time activity format provides students with a controlled and cooperative Roundnet lead-up, allowing them to experience important elements of game play. Prompting students to describe and discuss their experience is an important part of building an appreciation for physical activity and movement. However, many students will offer only short descriptions of their feelings and reactions. Prompt students to elaborate using guiding follow-up questions that ask for specific examples and evidence.



SELF PASSING CHALLENGE CARD

Keep the ball in the air for as long as you can.
How many successful self-passes can you make?

Junior Varsity (JV) = 10 in a Row

Varsity = 20 in a Row

Level 1	Use Below-Chest Pass Only (Stationary)
Level 2	Use Above-Chest Pass Only (Stationary)
Level 3	Use a combination of Above- & Below-Chest Passes (Stationary)
Level 4	Alternate Left/Right Below-Chest Passes Only (Stationary)
Level 5	Use Below-Chest Passes (Walk Around the Cones)
Level 6	Use Below-Chest Passes (Jog Around the Cones)



PARTNER PASSING CHALLENGE CARD

**With a partner, keep the ball in the air for as long as you can.
How many successful passes can you make?**

Junior Varsity (JV) = 10 in a Row

Varsity = 20 in a Row

Level 1	Use either pass. Make consecutive passes with your partner.
Level 2	Use either pass. Make 1 self-pass and then pass to your partner.
Level 3	One partner hits an above-chest pass, the other hits a below-chest pass.
Level 4	Repeat level 3, but switch roles.
Level 5	Make the all-star team. Complete 30 in a row at each level.



PASSING CUE CHART

Critical Elements & Cues For...	
Below-Chest Pass	Above-Chest Pass
<p>1) Athletic Stance</p> <ul style="list-style-type: none">✓ Feet & Knees Ready✓ Hands Ready✓ Eyes Ready <p>2) Hand Placement</p> <ul style="list-style-type: none">✓ Waist Level✓ Palms Up & Out✓ Fingers Away <p>3) Palm Strike</p> <ul style="list-style-type: none">✓ Palm Flat✓ Contact Between Heel & Fingers	<p>1) Athletic Stance</p> <ul style="list-style-type: none">✓ Feet & Knees Ready✓ Hands Ready✓ Eyes Ready <p>2) Hand Placement</p> <ul style="list-style-type: none">✓ Shoulder Level✓ Palms Out✓ Fingers in Toward Head <p>3) Palm Strike</p> <ul style="list-style-type: none">✓ Palm Flat✓ Contact Between Heel & Fingers

SPIKING CUE CHART

Critical Elements & Cues For...

Novice & Advanced Spikes

❖ A Novice Spike is made at head-height. An Advanced Spike is made at waist-height.

1) Power Stance

- ✓ Sideways Stance
- ✓ Feet Shoulder Width
- ✓ Eyes on the Ball

2) Core Rotation

- ✓ Rotate Hips
- ✓ Spike Hand Up
- ✓ Palm Open
- ✓ Swing Down

3) Palm Strike/Follow Through

- ✓ Palm Flat
- ✓ Contact Between Heel & Fingers
- ✓ Follow Down & Through Contact

ACADEMIC LANGUAGE QUIZ

1

A method of passing that requires hand placement at shoulder level is a:

- a. Chest Pass
- b. Above-Chest Pass
- c. Basic Pass
- d. Below-Chest Pass

2

Proper body position for Roundnet is called:

- a. Upright
- b. Athletic Ability
- c. Athletic Stance
- d. Get Ready

3

Communication skills are important to what aspect of Roundnet?

- a. Offense
- b. Defense
- c. Sportsmanship
- d. All of the Above

4

Developing coordination is important for Roundnet. It is a component of...

- a. Skill Development
- b. Health-Related Fitness
- c. Kinesthetic Learning
- d. Skill-Related Fitness

5

The team trying to stop an opponent from scoring a point is called...

- a. Defense
- b. Offense
- c. Defending Champion
- d. Underdogs

6

The amount of determination or exertion used to accomplish a goal is called...

- a. Sweat
- b. Effort
- c. Challenge
- d. Purpose

7

Anticipation and Positioning are important aspects of...

- a. Spiking
- b. Offense
- c. Defense
- d. Spirit of the Game

8

Which answer does not contribute to a positive environment for playing Roundnet?

- a. Respect
- b. Encouragement
- c. A Focus on Winning
- d. Support

#ParentsLovePE

What did you enjoy most about today's physical education class?

Did our word wall help you understand the goals of our physical education program? If so, what did you learn?

Please share a few positive comments about the importance of our physical education program:

Can we share your comments with our teachers and administration in order to advocate for our physical education program?

YES / NO

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YES / NO

CLASSROOM

(noun)

A room in a school in which students grow, explore, and benefit from the learning process.

The gym is our physical education **classroom**.
It's where we learn how to move with confidence, cooperate with compassion, and value physical activity.

#ParentsLovePE



COMMUNITY

(noun)

A feeling of unity with others as a result of sharing attitudes, interests, and goals.

Parents are an important part of our physical education **community** because they want all students to grow up to be healthy and active.



ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

The friends gave each other constant **encouragement** to help them build self-confidence during the most difficult parts of the cooperative challenge.

#ParentsLovePE



GRIT

(noun)

The combination of passion and perseverance, which allows an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.

Izzi's display of **grit** during the 6-week fitness challenge was impressive and characterized by her desire to stick with it and her drive to improve.



PHYSICAL EDUCATION

(noun)

A planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

SHAPE America

Physical education is an important academic subject that helps prepare students for success in the 21st Century.



PHYSICAL LITERACY

(noun)

The ability, confidence, and desire to be physically active for life.

Aspen Institute Physical Literacy Working Group

Physical literacy will help you keep your body and mind healthy for a lifetime.

#ParentsLovePE



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RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

We have a lot of **respect** for parents who encourage their children to live a physically-active lifestyle.



21st CENTURY LEARNING

(noun)

A set of skills, knowledge, and expertise that students must master to succeed in work and life in the modern world.

Practicing skills like cooperation and collaboration make **21st century learning** an important part of our physical education lessons.



ABOVE-CHEST PASS

(noun)

A method of passing a ball that requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.

Bethany's **above-chest pass** was perfect because she was in athletic stance and had proper hand placement.



BELOW-CHEST PASS

(noun)

A method of passing a ball that requires hand placement at waist level, palms out, and fingers away from the body.

Maria's proper hand placement helped her **below-chest pass** go right to Ethan.



ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

John showed **encouragement** toward his partner by telling him “good job” after a successful play.



FEEDBACK

(noun)

Information provided in reaction to a performance, action, or piece of work.

Anthony gave corrective **feedback** to his partner by telling him how he could improve his serve.



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of health-related fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Finding a variety of physical activities that you like is a good way to improve and maintain all five components of **health-related fitness**.



CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Our Roundnet training helps to improve our **cardiorespiratory endurance** because it raises our heart rate and intensifies our breathing.



FLEXIBILITY

(verb)

The ability to bend and move the joints through the full range of motion.

Flexibility is important during Roundnet training because it allows you to stretch, twist, and reach without getting injured.



MUSCULAR STRENGTH

(noun)

The maximum amount of force a muscle can produce in a single effort.

If you build **muscular strength**, you will be able to spike the ball more powerfully.



MUSCULAR ENDURANCE

(noun)

The ability of a muscle to continue to perform without fatigue.

Without **muscular endurance**, you might get too tired to keep moving around the court for the entire game.



BODY COMPOSITION

(noun)

The high ratio of lean tissue to fat tissue in the body.

One way in which Max attempted to improve his **body composition** was to exercise regularly and eat well.



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of skill-related fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

Improving **skill-related fitness** can help Kara become a better player and athlete.



AGILITY

(noun)

The ability to change body position and direction quickly and efficiently.

Even though it went in the other direction, Robert was able to dart over and return Annalise's serve because of his **agility**.



BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

Mason maintained his **balance** and never fell down, even though he had to dart to save Charlotte's spike.



COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

Roundnet training helps to improve your **coordination** because you have to practice moving around while attempting to strike the ball.



POWER

(noun)

The ability to produce maximum force in the shortest time.

If you use a lot of **power** to spike the ball, it will be harder for your opponents to save it.



REACTION TIME

(noun)

The time it takes to respond to what a person can hear, see, or feel.

The faster your **reaction time**, the more successful you will be in saving a spike.



SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

The **speed** of David's spike was so fast that Keith couldn't get to it in time.

