



PASS AND SET CIRCLES

STUDENT TARGETS

- **Skill:** I will accurately pass the ball back to a partner.
- **Cognitive:** I will describe how hand position and force impacts the level of control.
- **Fitness:** I will actively engage and work to improve my striking and volleying skills.
- **Personal & Social Responsibility:** I will work cooperatively with my classmates.

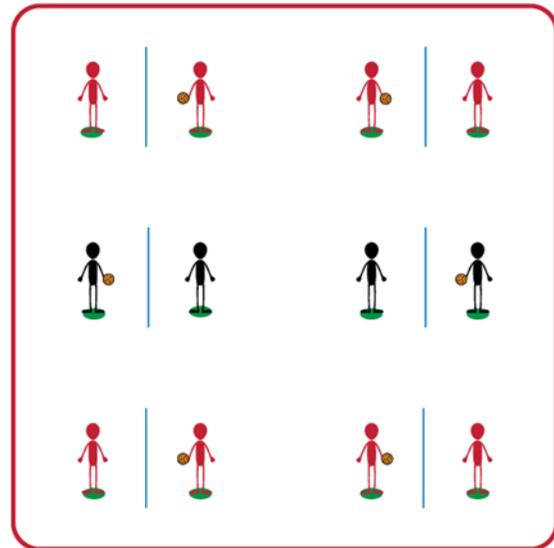
EQUIPMENT & SET-UP

Equipment:

- Foam ball for each pair of 2 students
- Jump rope (optional) for each pair of 2 students
- Spot marker for each student

Set-Up:

- Place spot markers 3-5 feet apart.
- Place a jump rope on the ground between each set of spot markers.
- Pair students in groups of 2. Each pair of 2 students will begin with a foam ball and will stand on a spot marker facing their partner (with the jump rope on the ground between them).



ACTIVITY PROCEDURES

1. This activity is called Pass and Set Circles. The object of the game is to successfully toss and return a foam ball with a partner. You do that by tossing the ball to a partner who will either forearm pass (bump) or overhead pass (set) back to the tosser.
2. On the start signal the tosser will complete 5 tosses to their partner, who will return it back to them (e.g., toss, bump, catch). Then the partners will switch roles after each set of 5 attempts.
3. On the stop signal the partner with the ball will place the ball between their shoes while the partner without the ball will find a new partner. You will then switch to a set instead of a bump.
4. *Teachers: Remind students that a good toss will help set their partner up for an accurate bump or set back to them.*

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grade 4:** Toss and bump/set continuously with a partner.
- **Grade 5:** Have partners join another group to toss and bump/set continuously with a group of 4.

TEACHING CUES

- **Cue 1:** Body in ready position (knees bent, head up, feet shoulders width apart, hands ready, facing partner).
- **Cue 2:** Toss “rainbows” and not “lightning bolts” to your partner.
- **Cue 3:** Power comes from the legs not the arms.



PASS AND SET CIRCLES (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the activity space.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Volley, Toss, Bump, Set, Pass, Rally

PRIORITY OUTCOMES

Working With Others:

- **(3)** Works cooperatively with others.
- **(4)** Accepts “players” of all skill levels into the physical activity.
- **(5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

DEBRIEF QUESTIONS

- **DOK 1:** What does it look like when partners work together? Sound like? Feel like?
- **DOK 2:** How does working with a partner compare to working with a group?
- **DOK 3:** In what way does force and hand position affect the pathway of the ball?



BUMP & SET 4-SQUARE

STUDENT TARGETS

- **Skill:** I will pass and set to a strategic space.
- **Cognitive:** I will describe the strategies used to strike with control.
- **Fitness:** I will actively engage and work to improve my bumping/setting skills.
- **Personal & Social Responsibility:** I will use positive language and challenge my partner(s) to improve.

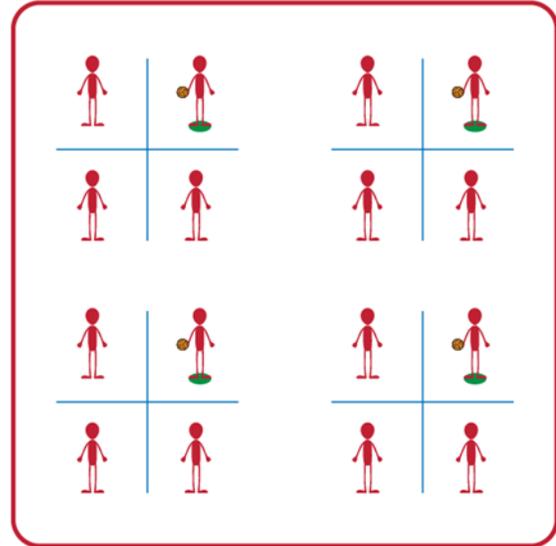
EQUIPMENT & SET-UP

Equipment:

- Foam ball (1 per group of 4 Students)
- 2 Jump ropes per group of 4 students
- 1 Spot marker per group of 4 students

Set-Up:

- Divide students into groups of 4.
- Use 2 Jump Ropes to create a grid of 4 squares
- Assign one student to each square.
- Designate one square as the server square and place a spot marker in that square.
- Student in designated server square will begin with the foam ball.



ACTIVITY PROCEDURES

1. This activity is called Bump and Set 4-Square. The object of the game is to successfully bump or set the ball into one of your opponent's squares.
2. On the start signal, the server will begin the game by tossing the ball to another player who will choose between a bump or set to pass the ball to another square. Play continues as long as the ball is passed in the air from square to square without hitting the ground. If a ball lands on one of the ropes you will replay the point.
3. When a score occurs (the ball hits the ground) all players rotate clockwise and the new server begins a new round.
4. *Teachers: If you have groups with more than 4 students, you can have a student waiting to rotate into the game act as the official until they enter the game.*

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grade 4:** Players must alternate between a bump and a set for each hit.
- **Grade 5:** Add an overhead strike (spike) as an option.

TEACHING CUES

- **Cue 1:** Body in ready position (knees bent, head up, feet shoulder width apart, hands ready, facing partner).
- **Cue 2:** Follow through.
- **Cue 3:** Power comes from the legs not the arms.
- **Cue 4:** Position yourself under the ball.



BUMP AND SET 4-SQUARE (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the square.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Bump, Set, Spike, Server, Toss, Challenge

PRIORITY OUTCOMES

Manipulative Skills:

- **(3)** Demonstrates manipulative skills using mature patterns for accuracy and control.
- **(4)** Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- **(5)** Executes a variety of manipulative skills with control and accuracy in small-sided games.

DEBRIEF QUESTIONS

Personal and Social Responsibility Question Set:

- **DOK 1:** What does it look like when partners challenge each other?
- **DOK 2:** How do you overcome a challenge? What strategies did you use?
- **DOK 3:** What did you do to challenge your partners? What strategies did you use?

Skill-based Question Set:

- **DOK 2:** Did alternating your strikes make the game easier or more difficult?
- **DOK 3:** How did adding an overhead strike (spike) make the game more challenging?



VOLLEY HOOPS

STUDENT TARGETS

- **Skill:** I will underhand serve with accuracy.
- **Cognitive:** I will describe the cues for a proper underhand serve.
- **Fitness:** I will actively engage and work to improve my underhand serving.
- **Personal & Social Responsibility:** I will describe characteristics of an appropriate response when giving or receiving feedback.

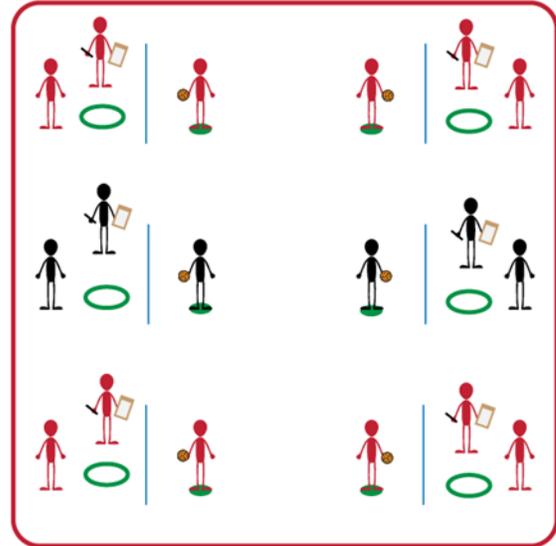
EQUIPMENT & SET-UP

Equipment:

- Foam Ball (1 per group of 3)
- Jump Rope (1 per group of 3)
- Hula Hoop (1 per group of 3)
- Spot Marker (1 per group of 3)
- Clipboard (1 per group of 3)
- Pencil (1 per group of 3)
- Peer Feedback Form (1 per group of 3)

Set-Up:

- Divide students into groups of 3.
- Each group will place their jump rope on the ground, with a spot marker 3-5 feet from the jump rope on one side and a hula hoop 3-5 feet from the jump rope on the opposite side.
- Each group will have a clipboard with a Peer Feedback Form and pencil.



ACTIVITY PROCEDURES

1. This activity is called Volley Hoops. The object of the activity is to give specific and appropriate feedback to our classmates. You do that by observing their underhand serve to a stationary hula hoop and then providing feedback to help them improve.
2. Each person in your group will have one of three positions: server, rebounder, or observer.
3. On the start signal, servers will underhand strike the foam ball and try to make it land inside the hula hoop. Rebounders will collect the foam ball and return it to the server. Observers will fill out the Peer Feedback Form. Each student will perform 5 serve attempts and then you will rotate positions until everyone in your group has been observed.
4. On the stop signal you will place the feedback form and ball into the hula hoop so we can discuss our successes and challenges before we play again.
5. During the second round, we will see if your scores can improve by using the feedback you were given.

GRADE LEVEL PROGRESSION

- **Grade 3:** Participate without using the peer feedback form.
- **Grade 4:** Play as described above.
- **Grade 5:** Convert rebounder into a server receiver/passers.

TEACHING CUES

- **Cue 1:** Use positive language with your classmates when giving feedback.
- **Cue 2:** Hold ball in non-dominant hand and have non-dominant foot in front.
- **Cue 3:** Pull arm back and swing to strike low with palm.



VOLLEY HOOPS (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the distance from hoop to spot marker as needed.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Modify Peer Feedback Form to meet needs of all students, including use of assistive technology or verbal dictation instead of writing.

ACADEMIC LANGUAGE

Feedback, Serve, Underhand, Target

PRIORITY OUTCOMES

Accepting Feedback:

- **(3)** Accepts and implements specific corrective teacher feedback.
- **(4)** Listens respectfully to corrective feedback from others (adults and peers).
- **(5)** Gives corrective feedback respectfully to peers.

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize corrective feedback?
- **DOK 2:** How is positive language related to corrective feedback?
- **DOK 3:** How would you compare and contrast corrective feedback and negative criticism?
- **DOK 4:** Let's work together as a class and create a list of ground rules for providing and receiving corrective feedback.



I GOT IT! I GOT IT!

STUDENT TARGETS

- **Skill:** I will track a serve to anticipate where it will land.
- **Cognitive:** I will list the cues for an underhand serve.
- **Fitness:** I will actively engage and work to improve my serving and tracking skills.
- **Personal & Social Responsibility:** I will use positive language and challenge my partner(s) to improve.

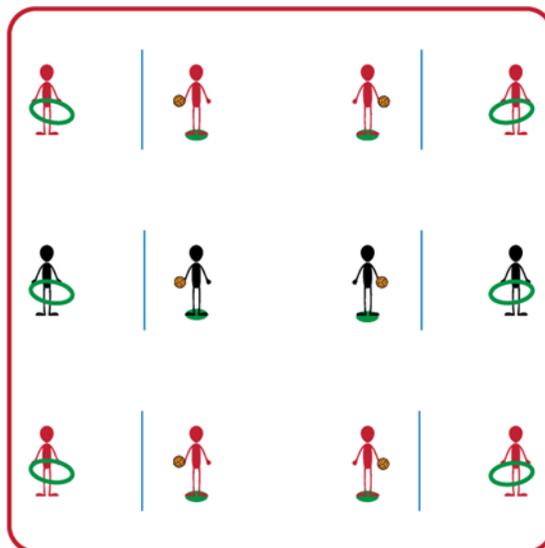
EQUIPMENT & SET-UP

Equipment:

- 1 Jump Rope per group
- 1 Foam Ball per group
- 1 Hula Hoop per group
- 1 Spot marker per group

Set-Up:

- Divide students into groups of 2.
- Divide each group's activity space in half using a jump rope.
- Place a spot marker 3-5 feet away from the jump rope and place a hula hoop on the opposite side of the rope.
- One partner will stand on the spot marker with the foam ball, and other partner will be on opposite side of jump rope holding the hula hoop.



ACTIVITY PROCEDURES

1. This activity is called I Got It! I Got It! The object of the game is to track the serve and anticipate where it will land. You do that by moving a held hula hoop in the path of the serve.
2. On the start signal the player on the spot marker will serve the ball high over the rope. The partner with the hula hoop will track the path of the ball to anticipate where they think it will land. If the partner receiving the serve can hold the hoop so that the serve goes through it before hitting the ground they score a point. You and your partner will switch roles after every 5 serve attempts.
3. On the stop signal players will return equipment to the starting positions.
4. Once the equipment is back to the starting position, the partner on the side of the rope with the hula hoop will go and find a new partner to play again. The partner with the foam ball will stay on the spot marker until a new partner has joined their team.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grade 4:** Players must put the hula hoop on the ground where they anticipate it will land instead of letting the foam ball pass through the hoop in the air.
- **Grade 5:** Players attempt to catch the foam ball after it bounces inside the hoop.

TEACHING CUES

- **Cue 1:** Hold ball in non-dominant hand and have non-dominant foot in front.
- **Cue 2:** Pull arm back and swing to strike low with palm.
- **Cue 3:** Move to get under the ball when receiving/tracking the serve.



I GOT IT! I GOT IT! (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of target/activity space.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Accuracy, Estimate, Anticipate, Track

PRIORITY OUTCOMES

Manipulative Skills:

- **(3)** Demonstrates manipulative skills using mature patterns for accuracy and control.
- **(4)** Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- **(5)** Executes a variety of manipulative skills with control and accuracy in small-sided games.

DEBRIEF QUESTIONS

- **DOK 1:** Can you list the cues for an underhand serve?
- **DOK 2:** What was a strategy you used to help track the ball after it was served to anticipate where it would land?



VOLLEY BATTLESHIP

STUDENT TARGETS

- **Skill:** I will accurately underhand serve the ball into a designated space.
- **Cognitive:** I will discuss the challenge that comes from learning new physical activities.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will use good sportsmanship by shaking hands or giving a high five to the other team after each game.

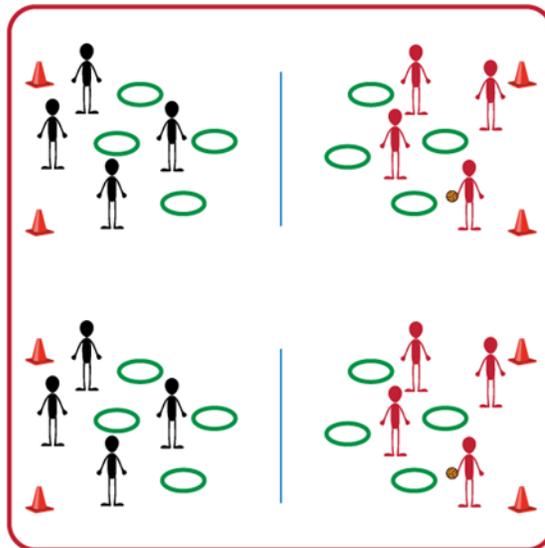
EQUIPMENT & SET-UP

Equipment:

- Jump Rope for each set of 2 teams
- 1 Hoop per student
- 4 boundary cones for each set of 2 teams
- 1 foam ball for each set of 2 teams

Set-Up:

- Divide students into equal teams (e.g., 3v3 or 4v4).
- Two equal teams will play against one another. Divide the space for each set of two teams into equal areas with the jump rope in the middle and 4 cones to set the boundaries.
- Each student will begin with a hula hoop. Teams face each other on opposite sides of the jump rope in their activity space.



ACTIVITY PROCEDURES

1. This activity is called Volley Battleship. The object of the game is to eliminate your opponents' hula hoops first by serving the foam ball into one of the other team's hoops.
2. On the start signal, each student will choose a spot within the boundary cones to place their hula hoop on the ground (on their side of the activity space). Teams will take turns trying to serve the ball into one of their opponents' hoops. If a serve lands in one of your team's hoops you will remove that hoop from your side.
3. The game ends when one team loses all of their hoops or if you hear the stop signal.
4. If you are still playing when you hear the stop signal, each team will count any remaining hoops on their side. The team with the most hoops left will be the winner! Winning teams will stay in their activity space, while their opponents must move to a new space to challenge a different team.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grade 4:** Players can defend their hoops using a bump or a set before the ball hits the ground.
- **Grade 5:** Use more than one foam ball so that teams have to both serve and defend their hoops at the same time.

TEACHING CUES

- **Cue 1:** Hold ball in non-dominant hand and have non-dominant foot in front to serve.
- **Cue 2:** Pull arm back and swing to strike low with palm.
- **Cue 3:** Use good sportsmanship after each game by shaking hands or giving a high five to the other team.



VOLLEY BATTLESHIP (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Defend, Serve, Bump, Set, Target

PRIORITY OUTCOMES

Personal Challenge:

- **(3)** Discusses the challenge that comes from learning new physical activities.
- **(4)** Rates the enjoyment of participating in challenging and mastered physical activities.
- **(5)** Expresses the enjoyment and challenge of participating in a favorite physical activity.

DEBRIEF QUESTIONS

Personal and Social Responsibility Question Set:

- **DOK 1:** Is there something about volleyball that you have found challenging?
- **DOK 2:** Did you do something to overcome that challenge? What strategies did you use?
- **DOK 3:** Would you be willing to continue playing volleyball even if you find it challenging? What could be a benefit of continuing to play during any challenges you were having?

Skill-based Question Set:

- **DOK 1:** Were you able to consistently serve the ball into your opponents' hoops?
- **DOK 2:** What was one thing you did differently if your serve didn't land in a hoop?
- **DOK 3:** How did the amount of force you used impact whether your serve landed in the hoop or not? If your serve hit the ground in front of the hoop you were aiming at, what could you do differently on your next attempt?



SCOOTER VOLLEYBALL

STUDENT TARGETS

- **Skill:** I will work with teammates to volley a balloon ball back and forth over a net.
- **Cognitive:** I will identify strategies to track and anticipate where the ball will land.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will act responsibly and use positive and encouraging language with my teammates.

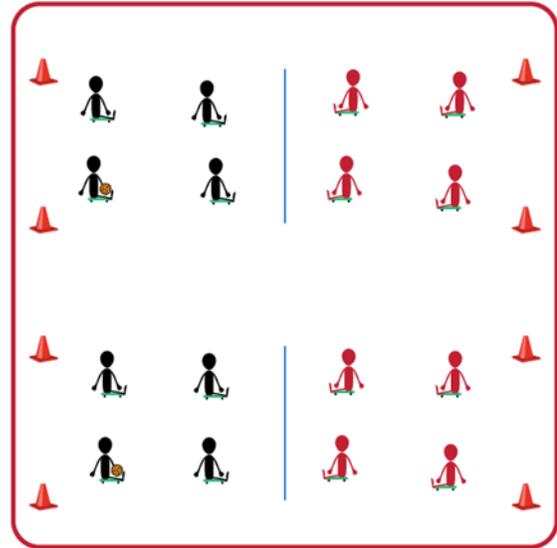
EQUIPMENT & SET-UP

Equipment:

- 1 Scooter per student
- 1 Balloon Ball per group
- 1 Volleyball Net or Elevated Line (e.g., jump rope between cones)
- 4 boundary cones for each set of 2 teams

Set-Up:

- Divide students into equal teams (e.g., 3v3 or 4v4). Two equal teams will play against one another.
- Divide the space for each set of two teams into equal areas using a volleyball net and 4 boundary cones. Have students get a scooter and take it with them to their group's area.
- If you do not have one scooter per student, identify a rotation where one student per team serves as a line judge and then rotates into the game every few minutes.



ACTIVITY PROCEDURES

1. This activity is called Scooter Volleyball. The object of the game is to make the balloon ball hit the ground on your opponent's side of the net. You do that by keeping the balloon from hitting the ground on your side and hitting the balloon ball onto your opponent's side of the net.
2. On the start signal each student will sit on their scooter on their side of the net. All players must be on their scooter inside the boundary cones at all times. One representative from each team will face off in Rock, Paper, Scissors to determine which team will serve first.
3. The serving team will hit the balloon ball over the net and play begins. If the ball lands on the ground on your opponent's side your team gets a point. If your team hits the ball out of bounds the opponent gets the point.
4. On the stop signal players will stand up and flip their scooter over so the wheels are up.
5. Teams will rotate clockwise every 5 minutes to give teams a variety of opponents.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grade 4:** Limit the maximum number of hits to 3 before the ball goes over the net.
- **Grade 5:** Use king/queen of the court rules where the team with highest score moves up one court, and team with the lower score moves down one court.

TEACHING CUES

- Bottom must stay on scooter at all times while participating in a scooter volleyball game.
- Move your scooter to get under the balloon ball when it comes on your side of the net.
- Use good communication skills with your teammates so that you can all work together.



SCOOTER VOLLEYBALL (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the activity space and/or height of the net.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Net, Scooter, Boundary, Teamwork, Cooperative, Rotation

PRIORITY OUTCOMES

Personal Responsibility & Safety:

- **(3)** Works independently and safely in physical activity settings.
- **(4)** Exhibits responsible behavior in independent group situations.
- **(5)** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

DEBRIEF QUESTIONS

- **DOK 1:** What does it look like when teammates work together?
- **DOK 2:** How does working with a team compare to working with a partner or by yourself?
- **DOK 3:** How does it make you feel if you see a teammate not acting responsibly towards you or another classmate? What is something that you could say or do to encourage them to use more responsible behaviors in the future?



HELPFUL NET

STUDENT TARGETS

- **Skill:** I will work with my teammates to volley back and forth as long as possible.
- **Cognitive:** I will identify strategies and tactics needed to volley continuously with my teammates.
- **Fitness:** I will remain actively engaged throughout the lesson.
- **Personal & Social Responsibility:** I will work together with my teammates for maximum possible success during this activity.

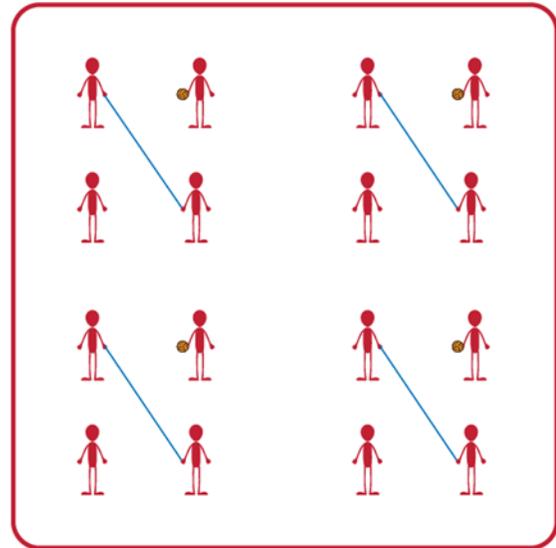
EQUIPMENT & SET-UP

Equipment:

- 1 foam ball per group of 4
- 1 jump rope per group of 4

Set-Up:

- Divide students into teams of 4.
- Two players begin by holding the jump rope to make a net for their team.
- Other two players begin on opposite sides of the net facing each other, with one student holding the foam ball and ready to serve after hearing the start signal.



ACTIVITY PROCEDURES

1. This activity is called Helpful Net. The object of the game is to work with your teammates to rally the ball as long as you can. You do that by working together to hit the ball back and forth over the net (which is a jump rope held by two players).
2. On the start signal, the two volleying players will hit the ball back and forth as many times as they can. The two players holding the net can help the two volleying players be successful by moving their feet or altering the height of the net. The net holders and the volleying players will work together to achieve the highest possible team score! Any time the ball hits the ground, the players will each rotate clockwise one spot. You will use the team score from your longest rally as a new goal each time players rotate positions.
3. On the stop signal players will place the jump rope and the ball down on the ground. The two players who were holding the jump rope when you heard the stop signal will move to a new group before we play again.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grade 4:** Net Holders can raise or lower the net to help their team but cannot move their feet.
- **Grade 5:** Have two teams of 4 join together to make a group of 8. The 2 jump ropes will be held so that a grid of 4 activity spaces is made with the helpful nets (similar to 4-square).

TEACHING CUES

- **Cue 1:** Body in Position (knees bent, head up, feet shoulders width apart, hands ready, facing partner).
- **Cue 2:** Move feet to get under the ball so you can get the ball back to your partner for a longer rally.
- **Cue 3:** Net holders need to stay attentive & work together so they can move where needed during the rally.



HELPFUL NET (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the activity space.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Cooperation, Supportive, Encouraging, Goal, Achieve

PRIORITY OUTCOMES

Working With Others:

- **(3)** Works cooperatively with others.
- **(4)** Accepts “players” of all skill levels into the physical activity.
- **(5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

DEBRIEF QUESTIONS

- **DOK 1:** Was there a communication strategy that your team used during this activity?
- **DOK 2:** Sometimes we use a strategy during a game or activity, and it doesn’t work well. Was there a communication strategy that you tried during this game that didn’t work very well? What did you do differently if you realized a communication strategy wasn’t working for your team?



DOUBLES TROUBLE

STUDENT TARGETS

- **Skill:** I will work with my partner to score points for our team during this activity.
- **Cognitive:** I will identify ways integrity can impact physical activities and competitions.
- **Fitness:** I will stay actively engaged for the duration of this activity.
- **Personal & Social Responsibility:** I will work cooperatively with my teammate during this activity.

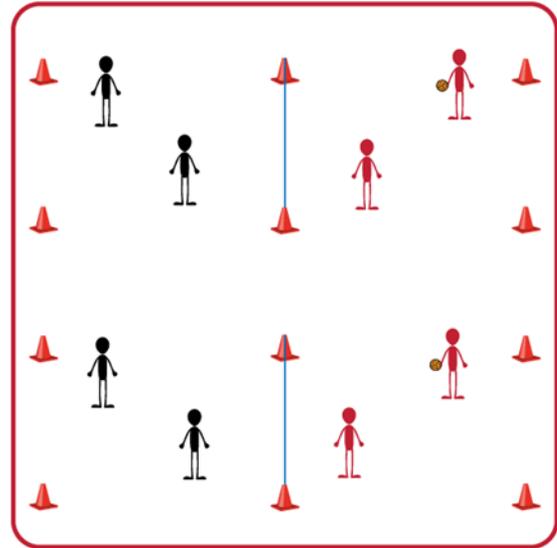
EQUIPMENT & SET-UP

Equipment:

- 1 foam ball for each group of 2 teams
- 1 volleyball net or elevated line for each group of 2 teams
- 4 boundary cones for each group of 2 teams

Set-Up:

- Divide students into teams of 2.
- Pair each team of 2 with another team (for a group of 4).
- Divide the space for each group into equal areas using a volleyball net or elevated line. Use 4 boundary cones for each group's activity area.



ACTIVITY PROCEDURES

1. This activity is called Doubles Trouble. The object of the game is to work together with your teammate to score points on the opposing team. You do that by keeping the ball from hitting the ground on your side of the net and hitting the ball onto your opponent's side of the net.
2. On the start signal the serving team will hit the ball over the net and play begins. Your team will work together to hit the ball over the net to the other team before it hits the ground on your side. You and your teammate can hit the ball a maximum of 5 times on your side before it must go over the net.
3. If the ball hits the ground on your opponent's side your team gets a point. If a team hits the ball out of bounds the opponent gets the point.
4. On the stop signal, place the ball on the ground. We will rotate the teams every 5 minutes to give everyone a variety of opponents. The team who has the ball when you hear the stop signal will stay, and the other team will rotate clockwise to the next court.

GRADE LEVEL PROGRESSION

- **Grade 3:** Allow for a throw to begin the game instead of a serve if needed.
- **Grade 4:** Limit the maximum number of hits for a team to 3 before the ball goes over the net.
- **Grade 5:** Use king/queen of the court rules where the team with highest score moves up one court, and team with the lower score moves down one court.

TEACHING CUES

- **Cue 1:** Body in Position (knees bent, head up, feet shoulders width apart, hands ready, facing partner).
- **Cue 2:** Move feet to get under the ball so you can prevent it from hitting the ground on your side of the net.
- **Cue 3:** Stay attentive, communicate, and work together with your teammate(s).



DOUBLES TROUBLE (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the activity space and/or height of the net.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Compete, Integrity, Alternate, Rotate, Partner

PRIORITY OUTCOMES

Working With Others:

- **(3)** Works cooperatively with others.
- **(4)** Accepts “players” of all skill levels into the physical activity.
- **(5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

DEBRIEF QUESTIONS

- **DOK 1:** What is integrity?
- **DOK 2:** Why is integrity important in physical activity or competitive settings?
- **DOK 3:** How is integrity related to the enjoyment of everyone playing a game of Volleyball?