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TOOLS FOR TEACHING **VOLLEYBALL**

HIGH SCHOOL (GRADES 9–12)

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TOOLS FOR TEACHING **VOLLEYBALL** HIGH SCHOOL (GRADES 9–12)

Created by:

Stephanie Dickson, Mary Jo Geddes Brandy Lynch,
Shannon Maly, Deb Van Klei

Special Contribution:

Nichole Wilder, Aaron Hart, Andrea Hart

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MODULE OVERVIEW

ABOUT THIS MODULE:

This module builds on the skills introduced in the 6-8 Volleyball module through skill-specific volleyball lead up activities and games. Passing, serving, and application of strategies/tactics in small-sided games and activities are some of the focus areas. A variety of other learning outcomes are also addressed within the module's activities including working within a team and providing/receiving skill-based feedback.

The activities within this module develop and reinforce responsible behaviors, while introducing volleyball skills that may be new to some students. All participants are given the opportunity to explore volleyball skills in a fun and engaging environment where all students can feel successful. This can allow all students to also participate in social engagement and building connections with their classmates that can extend beyond physical education.

TABLE OF CONTENTS

| RESOURCE | Number of Pages |
|--|-----------------|
| Module Overview | 2 pages |
| Materials List | 1 page |
| Activity Plans | |
| Vollapalooza | 2 pages |
| Money Ball | 2 pages |
| Three & Run | 2 pages |
| Pass and Go | 2 pages |
| Volleyball Tabata | 2 pages |
| Bingo, Bango, Bongo | 2 pages |
| Volley Tic Tac Toe | 2 pages |
| Volleyball Royal Court | 2 pages |
| Instructional Resources | |
| Sample Lesson Plan | 1 page |
| Academic Language Cards | 30 pages |
| Skill Cue Charts | 5 pages |
| Vollapalooza Station Cards | 5 pages |
| Volleyball Tabata Routine Cards | 4 pages |
| Universal Design Adaptations | 1 page |
| Student Assessment Tools | |
| Academic Language Quiz | 1 page |
| Performance Rubric | 1 page |
| Teacher Tools | |
| Teacher Self-Evaluation & Reflection Guide | 1 page |



PRIORITY OUTCOMES:

Etiquette:

- **(Grades 9-12)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Personal Challenge:

- **(Grades 9-12)** Chooses an appropriate level of challenge to experience success and a desire to participate in self-selected physical activity while working toward personal fitness goals.

Social Interaction:

- **(Grades 9-12)** Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

SUGGESTED BLOCK PLAN

| Lesson # | Activities | Suggested Academic Language |
|----------|---|---|
| 1 | Instant Activity: R, P, S, Victory Lap Volleyball Focus: Vollarapalooza | Bump, Set, Spike, Serve, Spirit of the Game |
| 2 | Instant Activity: Hula Hoop Tower Relay Volleyball Focus: Money Ball | Serve, Underhand, Overhand, Target |
| 3 | Instant Activity: High-5 Bank Account Volleyball Focus: Three & Run | Passing, Boundary, Teamwork, Strategy |
| 4 | Instant Activity: Toss 3 Volleyball Focus: Pass and Go | Force, Control, Cooperation, Accuracy |
| 5 | Instant Activity: Three & Run Volleyball Focus: Volleyball Tabata | Tabata, Strength, Fitness, Body Position |
| 6 | Instant Activity: Pass and Go Volleyball Focus: Bingo, Bango, Bongo | Positive Language, Communication, Teamwork |
| 7 | Instant Activity: Volleyball Tabata Volleyball Focus: Volley Tic Tac Toe | Volley, Rally, Challenge, Technique |
| 8 | Volleyball Focus: Volleyball Royal Court | Rotation, Serve, Teamwork, Integrity |



MATERIALS LIST

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| QTY | NAME OF ITEM | USG ITEM # |
|-----|-------------------------|-------------------------|
| 30 | Volleyballs | 91300 |
| 30 | Volleyball Trainers | 1392603 |
| 30 | Featherlite Volleyballs | 1369511 |
| 30 | Foam Balls | 1369579 |
| 24 | Beach Balls | 2450 |
| 32 | Handleless Jump Ropes | 1172539 |
| 36 | Spot Markers | 1309973 |
| 48 | Hula Hoops | 1274646 |
| 18 | Clipboards | 1378732 |
| 36 | Low Profile Cones | 1255690 |
| 36 | Cones | 1245875 |
| 12 | Task Tents | 1389878 |
| 8 | Portable Nets | 1282497 |
| 8 | Volleyball Crossnet | 1461854 |

Instructional Resources and Assessments

The following materials can be downloaded and printed for free from this module's landing page on OPENPhysEd.org.

| NAME OF RESOURCE |
|------------------------------|
| Activity Plans |
| Academic Language Cards |
| Skill Cue Charts |
| Universal Design Adaptations |
| Academic Language Quiz |
| Holistic Performance Rubric |



VOLLAPALOOZA

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of volleyball skills focusing on form and technique.
- **Cognitive:** I will follow the instructions and apply the strategies/techniques for each station.
- **Fitness:** I will actively engage and work to improve my volleyball skills.
- **Personal & Social Responsibility:** I will willingly try new activities and skills.

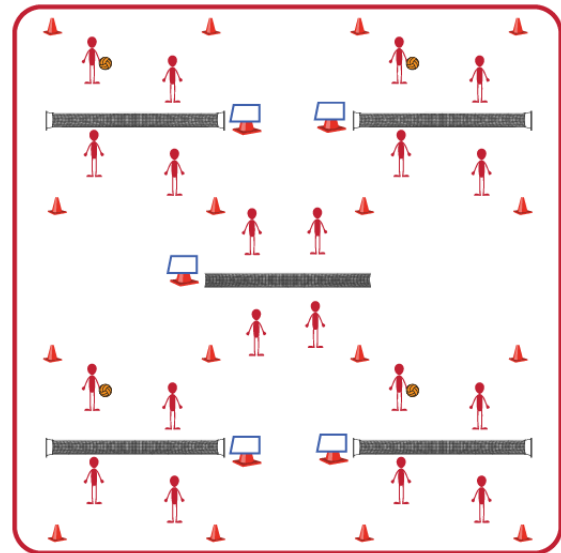
EQUIPMENT & SET-UP

Equipment:

- Variety of volleyball options (e.g., traditional, trainer, foam ball, beach ball)
- Volleyball Station Cards and Task Tents
- Cones to identify boundaries for each station
- **See station cards for specific equipment needs at each station**

Set-Up:

- Set up a grid for the 5 stations and place equipment needed at each station.
- Place a task tent in each grid with the station card for that station.
- Divide students into 5 equal groups. One group will begin at each station.



ACTIVITY PROCEDURES

1. This activity is called Vollarapalooza. We will be rotating through stations that allow us to review our volleyball skills before we move into small-sided and traditional games. The object of this activity is for you to rotate through five skill challenges focusing on different volleyball skills we will need to apply during games (forearm pass [bump], overhead pass [set], attack [spike], underhand serve, and overhead serve).
2. Each station has a station card that details the skill and activity that is the focus for that station.
Teachers: talk through and/or demonstrate each station at the beginning of the lesson.
3. On the start signal, you will review the station card at your station and begin the skill challenge. On the stop signal, you will put away any equipment used and rotate to the next station. Wait for the start signal before you begin at the new station.
4. Each time you move to a new station, I encourage you to work with new classmates that you haven't worked with during the previous skill challenges.

GRADE LEVEL PROGRESSION

- **Level 1:** Complete stations as described above.
- **Level 2:** Have note cards and pencils at each station where students can add their own student-created challenges for each skill. Then rotate through the stations a second time so students can choose to complete the teacher-created or the student-created challenges for that skill.

TEACHING CUES

- **Cue 1:** Listen for the stop/start signals to know when to rotate stations.
- **Cue 2:** Choose the type of ball you feel most comfortable with for each station (e.g., traditional, trainer, foam ball, beach ball).
- **Cue 3:** Be open to trying new volleyball skills you may have never tried before.



VOLLAPALOOZA (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use modified equipment as needed (e.g., foam ball, balloon or beach ball with bell attached).
- **UDL 2:** Use verbal cues and visual aids along with demonstrations.
- **UDL 3:** Use peer partners as appropriate.
- **UDL 4:** Identify a group leader for each group that can assist with reading station cards/directions.

ACADEMIC LANGUAGE

Forearm Pass (bump), Overhead Pass (set), Spike, Serve, Spirit of the Game

PRIORITY OUTCOMES

Etiquette:

- **(Grades 9-12)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe the spirit of the game to a new student in our school?
- **DOK 2:** What do you know about the spirit of the game? (Think beyond the definition.)
- **DOK 3:** How would you describe a game played with the spirit of the game? How would you describe a game played without it?



MONEY BALL

STUDENT TARGETS

- **Skill:** I will perform a volleyball serve with accuracy to score points for our team during this activity.
- **Cognitive:** I will discuss strategies that helped my team be successful.
- **Fitness:** I will stay actively engaged throughout in order to increase my heart rate.
- **Personal & Social Responsibility:** I will communicate using respectful and encouraging language.

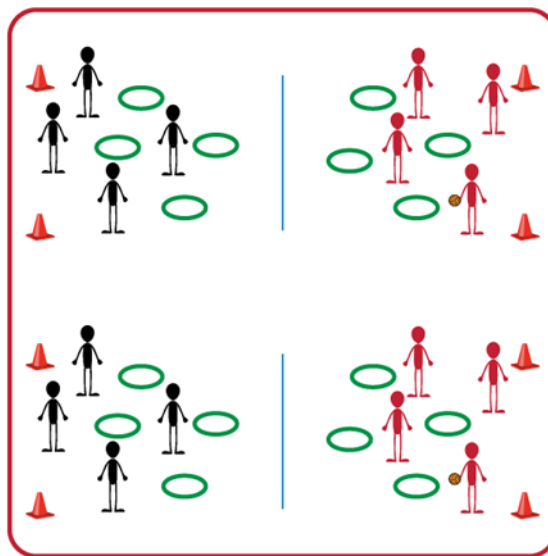
EQUIPMENT & SET-UP

Equipment:

- One court for each group (2 teams per group)
- Net (or modified net) for each court
- Variety of volleyball options (e.g., traditional, trainer, foam ball)
- Hula Hoops and Spot Markers as targets

Set-Up:

- Have one court space for each set of 2 teams.
- Set up nets (or modified nets) for each court and spread out hula hoops and spot markers on the ground on each side of the net.
- Pair students in teams of 4, with one team on each side of the net.



ACTIVITY PROCEDURES

1. This activity is called Money Ball. The object of the game is to collect as many hoops or spot markers as you can for your team by hitting the volleyball “on the money” into one of the other team’s targets.
2. Each person in your group will have one of two positions: server or rebounder. On the start signal, servers will strike the ball and try to make it land inside a hula hoop or on a spot marker on the other side of the net. Rebounders will collect the ball and return it to the server. Each student will perform 2 serve attempts and then you will rotate positions so all teammates get 2 serve attempts. *Teachers: you will need to communicate to students if an overhand or underhand serve will be used (or a combination of both).*
3. If a serve goes over the net and lands in a hoop or on a spot marker, your team gets to collect that hoop or spot marker for your team. A hoop gives your team one point, and a spot marker will give your team two points.
4. We will play until one team has collected all of their hoops and spot markers, or until you hear the stop signal. We will count the points for each team and then discuss our successes and challenges before we play again against a new opponent.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Assign dollar amounts to each color of hula hoop or spot marker (e.g., green = \$5, red = \$2, etc.) and have students try to collect a specific amount of money instead of points.

TEACHING CUES

- **Cue 1:** Use skill charts for both the underhand and overhand serve.
- **Cue 2:** Communicate with respectful and encouraging language.



MONEY BALL (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the height of the net 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

Serve, Underhand, Overhand, Target

PRIORITY OUTCOMES

Personal Challenge:

- **(Grades 9-12)** Chooses an appropriate level of challenge to experience success and a desire to participate in self-selected physical activity while working toward personal fitness goals.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

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?



THREE AND RUN!

STUDENT TARGETS

- **Skill:** I will work with my partners to use a variety of volleyball passes during this activity.
- **Cognitive:** I will discuss strategies that helped my team be successful.
- **Fitness:** I will stay actively engaged throughout the game in order to increase my heart rate.
- **Personal & Social Responsibility:** I will show integrity by playing fair and communicating using positive language.

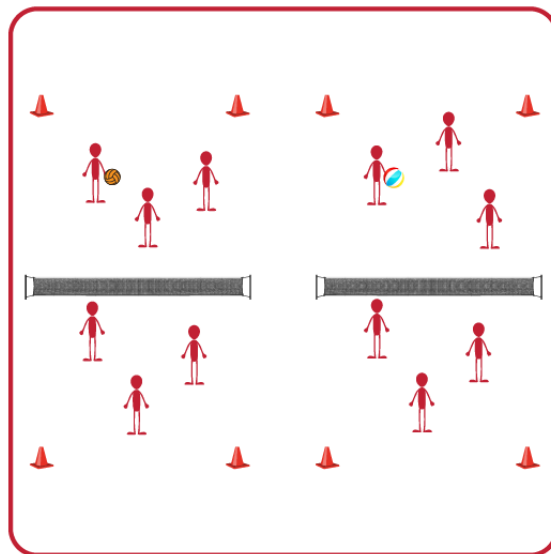
EQUIPMENT & SET-UP

Equipment:

- 1 volleyball per net/activity space
- 1 volleyball net (or modified net) per two groups
- Boundary markers for each net/activity space

Set-Up:

- Pair students in groups of 3 and have each group begin facing another team on one side of a net/activity space.
- Set up one net (or modified net) for each two groups of students. You can also have 4 groups at each net if needed, with two teams in the activity space and one team ready to rotate in on each side.
- Have a variety of equipment available for teams to choose from (e.g., traditional volleyball, volleyball trainer, foam ball).



ACTIVITY PROCEDURES

1. This activity is called Three and Run! The object of the game is to practice the different volleyball passes within your team before successfully hitting the ball over the net.
2. You do that by using any volleyball pass with your teammate(s) before the ball goes over the net to the other team. You can use a forearm pass (bump) or overhead pass (set) until each person on your team has touched the ball. Remember, all members of your team must touch the ball before it can be hit over the net, but you only get three total touches to make that happen!
3. After you pass the ball to one of your teammates, you will run to the court endline (or boundary markers) before re-entering play. Make sure you get back into your athletic stance once you re-enter so you are ready when the ball comes back over the net to your side. *Teachers: if you need to have a group waiting to rotate in make sure to describe how and when they rotate in.*
4. Your team gets one point for each set of 3 passes where the ball successfully goes over the net on the third hit. We will play for 5 minutes, and then the team with the most points will rotate one court to their right before we play again.

GRADE LEVEL PROGRESSION

- **Level 1:** Have a team of 3 students on each endline. When a player runs to the endline after passing the ball, tag the first person in the line and that person enters into the game in their spot.
- **Level 2:** Set up your nets so you have 4 courts using a cross net set up. Same procedures as Level 1, but now teams can pass the ball to any of the other three teams after their 3 passes.

TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Follow the skill cues for the forearm pass (bump) and overhead pass (set).
- **Cue 3:** Make sure all of your teammates have touched the ball (max of 3 touches) before your team hits it over the net.



THREE AND RUN! (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use modified equipment as needed (e.g., foam ball, balloon or beach ball with bell attached).
- **UDL 2:** Use verbal cues and visual aids along with demonstrations.
- **UDL 3:** Use peer partners as appropriate.
- **UDL 4:** Use modified nets as needed (e.g., line on floor, jump rope on floor, or jump rope between cones).

ACADEMIC LANGUAGE

Passing, Communication, Teamwork, Strategy

PRIORITY OUTCOMES

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** What is a strategy?
- **DOK 2:** What is a volleyball strategy or tactic you or your team used today during this activity?
- **DOK 3:** If your strategy was not successful, what changes did you make for your team? What was the outcome of those changes?



PASS AND GO

STUDENT TARGETS

- **Skill:** I will demonstrate correct technique for volleyball passes.
- **Cognitive:** I will discuss the cues for a volleyball bump and set.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use encouraging language with my teammates.

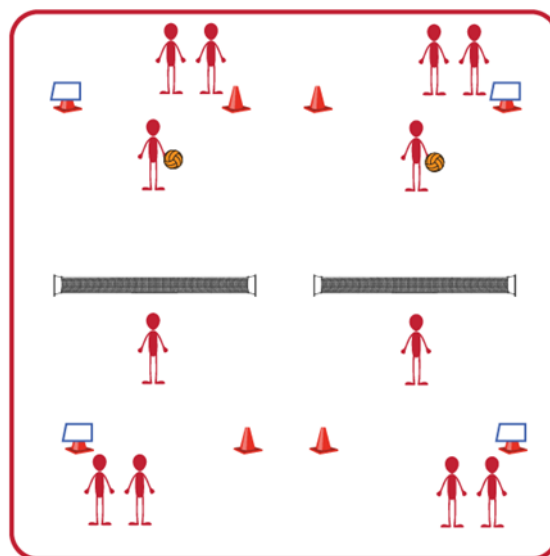
EQUIPMENT & SET-UP

Equipment:

- 1 volleyball, volleyball trainer, or foam ball per group (*Teachers: allow student choice of equipment when possible*)
- 1 net per group
- 4 boundary cones per group
- Task Tent and Volleyball Cue Charts per group

Set-Up:

1. Divide students into groups of 6. Each group splits into even teams (i.e., 3v3) with teams beginning on opposite sides of the net.
2. Set up 1 court per group of 6 students. Place cones and task tents with cue charts beside each court.
3. Each team begins in a line on their side of the court. The 1st player in line begins on the court, and the others wait to rotate in.



ACTIVITY PROCEDURES

1. This activity is called Pass and Go. The object of the game is to continually forearm pass (bump) or overhead pass (set) the volleyball over the net for your team while quickly rotating onto and off of the court.
2. The game will begin with 1 player from each team on the court, ready to face off. One player will serve the ball over the net to begin play. After the ball is served, the server immediately goes to the end of their line and the next player from their team steps onto the court.
3. The player who receives the serve will bump or set it back over the net, and then immediately move to the end of their line so that the next player can step onto the court and get ready to receive the ball. Each player will be on the court for one attempt, regardless of whether it is successful or not, and then move to the end of their team's line.
4. Teams score a point each time the opposite team doesn't get the ball over the net, or they hit it out of bounds. But remember, play doesn't stop while players rotate in/out so you will need to move quickly and be ready to step onto the court if you are the next player in line!
5. On the stop signal the team with the most points will stay and their opponents will find a new court to play again.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Have 2 students from each team on the court at all times. A student will rotate out each time they serve or bump the ball for their team.

TEACHING CUES

- **Cue 1:** Make sure you move quickly onto the court when it is your turn and get into ready position.
- **Cue 2:** Remember the power for a pass comes from your legs not your arms.
- **Cue 3:** Use encouraging language with your teammates.



PASS AND GO (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the court as needed.
- **UDL 2:** Use floor lines or jump ropes rather than a net.
- **UDL 3:** Use modified equipment as needed (e.g., balloon or beach ball with a bell attached).
- **UDL 4:** Use verbal cues and visual aids along with demonstrations.
- **UDL 5:** Use peer partners as appropriate.
- **UDL 6:** Allow a toss to begin the game vs. a serve if needed.

ACADEMIC LANGUAGE

Force, Control, Cooperation, Accuracy

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** Can you remember the cues for forearm (bump) and overhead (set) passing?
- **DOK 2:** Which of the passing cues affect accuracy the most?
- **DOK 3:** How is being actively engaged related to accuracy and performance during a volleyball game?



VOLLEYBALL TABATA

STUDENT TARGETS

- **Skill:** I will perform fitness exercises with proper form and a focus on safety.
- **Cognitive:** I will identify fitness activities that can improve specific volleyball skills.
- **Fitness:** I will use a heart rate monitor to track and adjust exercise intensity so that I am working in my target zone.
- **Personal & Social Responsibility:** I will work independently and with consideration for others.

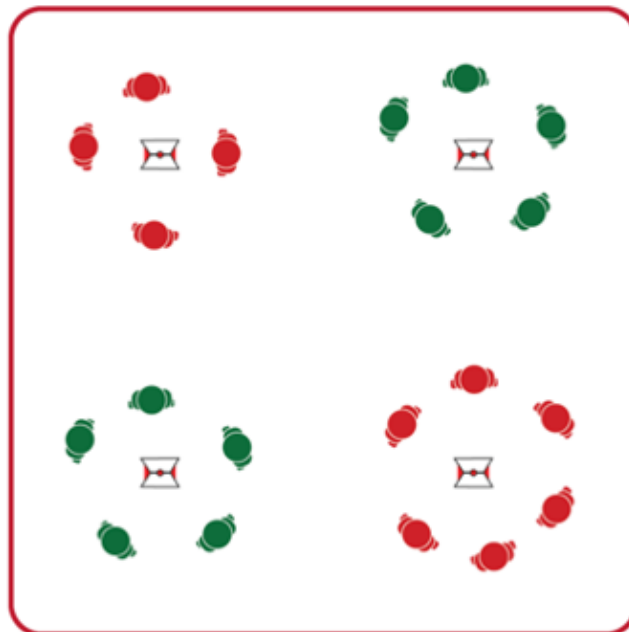
EQUIPMENT & SET-UP

Equipment:

- 4 cones and 4 task tents
- Volleyball Tabata Station Cards
- Station equipment (see station cards for equipment needed at each station)
- Tabata audio cues (Tabata timer app)
- Heart rate monitors (optional)
- YouTube link to Volleyball Skill Tabata Stations:
<https://www.youtube.com/playlist?list=PLRluuD O-0RtDOI42-YQXIR1aloPrzHm>

Set-Up:

1. Create 4 stations using cones, task tents, and Volleyball Tabata Station Cards.
2. Place station cards in task tents on cones.
3. Distribute station equipment (required at station 1 and station 3) at each area.
4. Divide students into 4 even groups, with one group beginning at each station.



ACTIVITY PROCEDURES

1. Today's activity is called Volleyball Tabata. This will be a Tabata-style training with a focus on improving Volleyball skills as well as Muscular Endurance and Aerobic Capacity.
2. Tabata training was created by a Japanese scientist named Dr. Izumi Tabata. True Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest. Dr. Tabata's research showed that even 4-minute workouts using his timing formula can have positive results on a person's overall fitness.
3. There are 4 stations, and each one includes Volleyball specific muscular endurance exercises and aerobic capacity exercises. You will rotate through each station to complete the 4-minute Tabata routine. After each Tabata routine is completed, your group will move to the next station. The full workout will be 16 minutes, so you want to pace your activity to stay in your target heart rate zone.
4. *Teachers: Use YouTube link provided above to demonstrate volleyball specific exercises.*
5. Listen for the audio cues to start and stop your activity, as well as the rest intervals.

GRADE LEVEL PROGRESSION

- **Level 1:** Complete activity as described above.
- **Level 2:** Have note cards and pencils at each station where students can add their own student-created routines at each station. Then rotate through the stations a second time so students can choose to complete the Volleyball Tabata routines, or the student-created routines at that station.

TEACHING CUES

- **Cue 1:** Focus on proper form and technique at each station.
- **Cue 2:** Listen for the stop and start signals during each routine, as well as the cues for the rest periods.



VOLLEYBALL TABATA (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Adjust the duration of work and rest intervals to meet the needs of your students.
- **UDL 2:** Provide modifications at each station and allow students to work at a level of their choice.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Tabata, Strength, Fitness, Body Position

PRIORITY OUTCOMES

Personal Challenge:

- **(Grades 9-12)** Chooses an appropriate level of challenge to experience success and a desire to participate in self-selected physical activity while working toward personal fitness goals.

DEBRIEF QUESTIONS

- **DOK 1:** What would you include on a list about how being physically active leads to a healthy body?
- **DOK 2:** How can different types of activities have positive impacts on your health?
- **DOK 3:** Can you formulate a theory for the positive impacts of different activities on overall health? How would you test/prove your theory to be correct?



BINGO, BANGO, BONGO

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of volleyball skills during small-sided games.
- **Cognitive:** I will discuss the importance of communication with respect to enjoyment of play.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

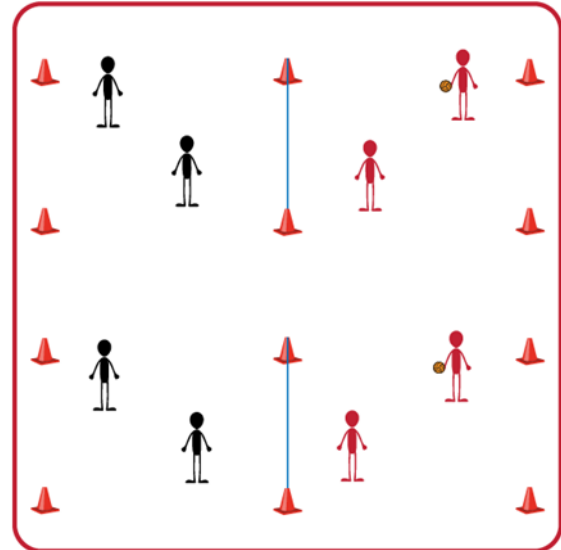
EQUIPMENT & SET-UP

Equipment:

- 1 volleyball, volleyball trainer, or foam ball per group (*Teachers: allow student choice of equipment when possible*)
- 1 net per group
- 4 boundary cones per group
- Task Tent and Volleyball Cue Charts per group

Set-Up:

1. Divide students into groups of 6. Each group splits into even teams (i.e., 3v3) with teams beginning on opposite sides of the net.
2. Set up 1 court per group of 6 students. Place cones and task tents with cue charts beside each court. (*Teachers: If you do not have enough courts, you can have teams serve as line judges and then rotate into courts*)



ACTIVITY PROCEDURES

1. This activity is called Bingo, Bango, Bongo. The object of the game is to score a BIG “bongo point” by winning a rally three times during our small-sided volleyball games.
2. The first time a team wins a rally they will yell BINGO! When a team wins their second rally they yell BANGO, and on the third win they yell BONGO! Once a team has won three rallies and yells BONGO they score a BIG “bongo point.”
3. On the start signal the teacher (or a student) tosses the ball to one of the teams and play begins on that court. All of the teams will be yelling Bingo, Bango, Bongo as they win rallies during the 3-minute games.
4. On the stop signal after each 3-minute game, we will determine how many BIG “bongo points” each team has to see which team earned the most.
5. Teams will play Rock, Paper, Scissors at the end of each 3-minute game. The winner of Rock, Paper, Scissors will stay on that court, and the other team will rotate to a new court to play again with a new opponent.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Play as described above but use a cross-net set up so that there are 4 teams playing against one another at all times instead of 2.

TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Follow the skill cues on the charts to assist with success during the games.
- **Cue 3:** Try to have all of your teammates touch the ball (max of 3 touches) before your team hits it over the net.



BINGO BANGO BONGO (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the court as needed.
- **UDL 2:** Use floor lines or jump ropes rather than a net.
- **UDL 3:** Use modified equipment as needed (e.g., balloon or beach ball with a bell attached).
- **UDL 4:** Use verbal cues and visual aids along with demonstrations.
- **UDL 5:** Use peer partners as appropriate.
- **UDL 6:** Allow a toss to begin the game vs. a serve if needed.

ACADEMIC LANGUAGE

Positive Language, Communication, Teamwork

PRIORITY OUTCOMES

Social Interaction:

- **(Grades 9-12)** Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

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?



VOLLEY TIC TAC TOE

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of volleyball skills during small-sided games.
- **Cognitive:** I will discuss the importance of teamwork and cooperation in order to be successful during team sports and activities.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

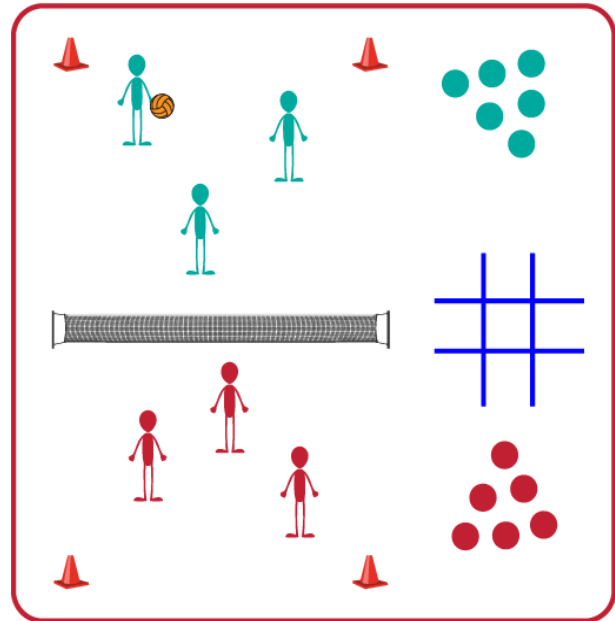
EQUIPMENT & SET-UP

Equipment:

- 1 volleyball, volleyball trainer, or foam ball per group (*Teachers: allow student choice of equipment when possible*)
- 1 net and 4 boundary cones per group
- 4 jump ropes per court
- 10 Colored spot markers per court (5 of one color and 5 of a different color). Bean Bags could also be used for this.

Set-Up:

- Divide students into groups of 6. Each group splits into even teams (i.e., 3v3) with teams beginning on opposite sides of the net.
- Set up 1 court per group of 6 students. (*Teachers: If you do not have enough courts, you can have teams serve as line judges and rotate into courts*)
- Use the 4 jump ropes to create a Tic Tac Toe board next to each court.



ACTIVITY PROCEDURES

1. This activity is called Volley Tic Tac Toe. The object of this activity is to win a game of Tic Tac Toe. You do that by winning a volley and placing one of your team's spot markers into an open space on the Tic Tac Toe board next to your activity space. A team wins by creating 3 in a row (up/down, side-to-side, or diagonal) with their colored spot markers on the Tic Tac Toe board.
2. On the start signal, play a game of Rock Paper Scissors to determine which team will serve. Once that team serves the ball and play begins, the game will continue until one team wins the volley. The winning team will place one of their colored spot markers into an open space on the Tic Tac Toe board. This continues until one team gets 3 in a row or you hear the stop signal.
3. If you hear the stop signal before either team has gotten 3 spot markers in a row, the team with the most filled spaces on the board earns a point.
4. The team that scored the most recent point on a court will stay, and the other team will rotate and find a new opponent to play again.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Play as described above but use a cross-net set up so that there are 4 teams playing against one another at all times instead of 2.

TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Follow the skill cues for volleyball that we have been working on to assist with success during the games.



VOLLEY TIC TAC TOE (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the court as needed.
- **UDL 2:** Use floor lines or jump ropes rather than a net.
- **UDL 3:** Use modified equipment as needed (e.g., balloon or beach ball with a bell attached).
- **UDL 4:** Use verbal cues and visual aids along with demonstrations.
- **UDL 5:** Use peer partners as appropriate.
- **UDL 6:** Allow a toss to begin the game vs. a serve if needed.

ACADEMIC LANGUAGE

Volley, Rally, Technique, Challenge

PRIORITY OUTCOMES

Etiquette:

- **(Grades 9-12)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

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?



VOLLEYBALL ROYAL COURT

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of volleyball skills during small-sided games.
- **Cognitive:** I will discuss the importance of integrity with respect to enjoyment of play.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

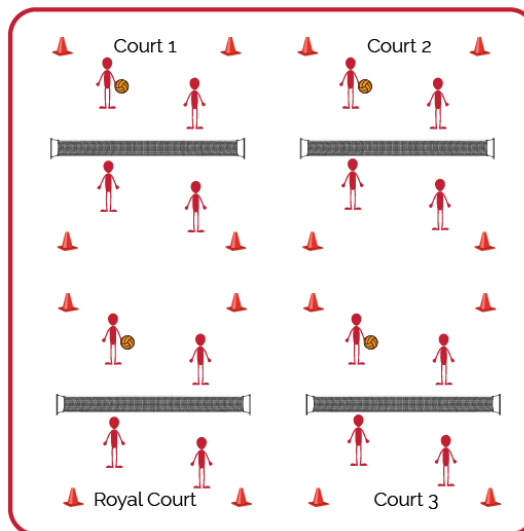
EQUIPMENT & SET-UP

Equipment:

- 1 volleyball per group of 4 students (doubles)
- 1 net per court (or cones/jump ropes if needed)

Set-Up:

- Create enough courts so the entire class can play doubles matches.
- Number each court, with court 1 as the starting court and the highest number court as the “Royal Court.”
- Create teams for doubles and send students to courts. If you have more teams than courts, you can have a team waiting to rotate into a court.



ACTIVITY PROCEDURES

1. Today's activity is called Volleyball Royal Court. This tournament will be a way to test our skills and have fun with our friends.
2. The goal of today's tournament is to compete with a positive attitude and to work your way to the Royal Court, while your team accumulates as many points as possible. We'll play 3-minute games. The winner of each game will earn 1 point and move to a higher court. The losing team or player will move down to a lower court and will not earn any points for that round.
3. On the start signal, you will play an opposing team for 3 minutes. The winner will move up 1 court toward the Royal Court. The winner on the Royal Court will stay and defend her/his position. The team that loses the match will move 1 court away from the Royal Court. The team that loses on court 1 will stay and try again. If the score is tied on any court when the 3-minute time expires, play Rock, Paper, Scissors to determine the winner.
4. We will continue to play until time runs out. The team who earned the most points and ended on the Royal Court will be the winners!

GRADE LEVEL PROGRESSION

- **Level 1:** Pair students of similar skill levels and skip the royal court rotation. Instead, rotate students with a focus on setting them up for challenge, success, and fun.
- **Level 2:** Play as described above.

TEACHING CUES

- **Cue 1:** Apply the volleyball skill cues we have focused on.
- **Cue 2:** Help and encourage others by demonstrating sportsmanship.
- **Cue 3:** Play with purpose but have fun!



VOLLEYBALL ROYAL COURT (continued...)

UNIVERSAL DESIGN ADAPTATIONS

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

ACADEMIC LANGUAGE

Rotation, Serve, Teamwork, Integrity

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Etiquette:

- **(Grades 9-12)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

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?



SAMPLE LESSON PLAN

| | |
|----------------------------|---|
| FOCUS OUTCOMES | Etiquette: <ul style="list-style-type: none"> (Grades 9-12) Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. Working with Others: <ul style="list-style-type: none"> (Grades 9-12) Uses communication skills and strategies that promote positive team/group dynamics. |
| LESSON TARGETS | <ul style="list-style-type: none"> Skill: I will demonstrate a variety of volleyball skills during small-sided games. Cognitive: I will discuss the importance of teamwork and cooperation in order to be successful during team sports and activities. Fitness: I will demonstrate a variety of skill-related fitness components. Personal & Social Responsibility: I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others. |
| ACADEMIC LANGUAGE | <ul style="list-style-type: none"> Volley, Rally, Challenge, Technique |
| SELECTED ASSESSMENT | <ul style="list-style-type: none"> Academic Language Quiz |

LESSON MAP

| | TRANSITION NOTES | ACTIVITY NAME | DEBRIEF |
|------------------------------|--|--|--|
| 1 Instant Activity | Before students arrive, have Tabata interval timer/music, Tabata station cards, and equipment set up. Divide students into 4 equal groups, one group at each station. | Volleyball Tabata | <ul style="list-style-type: none"> DOK 1: What would you include on a list about how being physically active leads to a healthy body? DOK 2: How can different types of activities have positive impacts on your health? |
| 2 Learning Task | Divide students into even groups (i.e., 3v3). Have equipment set up prior to lesson if possible. If not able to set it up prior to lesson, have all equipment needed on perimeter of activity space. | Volley Tic Tac Toe | <ul style="list-style-type: none"> 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? |
| 3 Assessment | Students complete the Academic Language Quiz at the end of lesson. All clipboards and Quizzes should be placed in a designated space at the end of the class (e.g., basket, hula hoop, etc.). | <ul style="list-style-type: none"> Academic Language Quiz | |

ACCURACY

(noun)

The quality of being correct, precise,
or on target.

Amy has excellent accuracy. All of her passes go
exactly where she wants them to go.



BODY POSITION

(noun)

The positioning of the body to prepare or react to an upcoming play.

We made sure to get into a “ready” body position during the volleyball game.



BOUNDARY

(noun)

A line that marks the limits of an area.

We used four cones to mark the boundary lines for the game.



BUMP

(noun)

When a player uses their forearms to pass to a teammate or hit the ball over the net.

Sarah and James were able to successfully bump the ball back and forth with one another.



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

Marcia was very fast, so it was a challenge to catch her before she got to the other side of the court.



COMMUNICATION

(noun)

The exchange of information from one person or group to another.

Jim showed good communication by clearly discussing a play with his teammate.



CONTROL

(verb)

To manage or regulate the movement or actions of something.

Kira was able to control the serve by using the appropriate amount of force.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

The team demonstrated cooperation in order to score points as a team.



CUE

(noun)

A specific word or phrase that serves as a signal or reminder about how to perform.

By listening and following each skill cue, Colin was able to perform a correct volleyball serve.



FEEDBACK

(noun)

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

Mr. Hart gave Gina feedback on her performance and told her how she could improve.



FORCE

(noun)

Strength or power used on an object.

William used too much force during his forearm pass (bump) so it traveled out of bounds.



GROWTH MINDSET

(noun)

Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

Elyse has a growth mindset. She understands that making mistakes when she practices will help her learn correct form and technique as long as she tries her hardest.



INTEGRITY

(noun)

The quality of having strong moral principles.

The best teammates are those who have a positive attitude and always play with integrity.



PARTNER

(noun)

A person who plays on the same team as another person.

Carson was excited to work with Anna as his partner.



PASS

(verb)

To move an object from one space to another.

Josh passed the ball directly to Javier so that it would be easy to hit over the net.



POSITIVE LANGUAGE

(noun)

A method of verbal communication that uses an optimistic tone and focuses on what is good or can be improved in a given situation, task, or environment.

Curtis made sure to use positive language when giving feedback to his peers.



RALLY

(noun)

The act of hitting a ball back and forth between players before a point is scored.

Kaitlynn and Andrew built a rally with consecutive bumps and sets.



ROTATE

(verb)

To move or change positions with another person or team.

Our team rotated clockwise after each game.



ROTATION

(noun)

To move or change positions in a regularly recurring order.

Our team used a rotation in order to get everyone equal playing time during the game.



SERVE

(noun)

The act of hitting or sending a ball into play to start game play.

Mary demonstrated an excellent serve to the other team to get the game started.



SERVER

(noun)

Person whose responsibility is to get the ball over the net to start game play.

The server got two chances to get the ball over the net during our game.



SET

(noun)

A strategic overhead pass between players in order to position the ball to be hit over the net.

Jeff performed a set in order to allow Nora to hit the ball over the net.



SPIKE

(verb)

To hit a ball with a powerful, overarm motion so that it travels down into the area your opponents are defending.

You will need a lot of speed if you want to save a spike hit on the other side of the court.



SPIRIT OF THE GAME

(noun)

An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

Playing within the spirit of the game ensures fair play and fun for everyone.



SUPPORT

(verb)

To give help, assistance, and encouragement to someone or something.

It is important to support your friends as they work hard to meet their goals.



TABATA

(noun)

A form of high intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by eight rounds with 20-second intervals of high intensity exercise followed by ten seconds of rest. Oftentimes, this 4-minute interval pattern is repeated four times to create a 20-minute workout routine.

Tabata Interval Training helps to make your heart stronger by increasing your heart rate and then allowing it to slow back down.



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Belle and Nina displayed incredible teamwork as they completed the Helpful Net activity.



TECHNIQUE

(noun)

A skillful or efficient way of performing an activity.

A focus on technique will help with success during each of our volleyball activities.



TRACK

(verb)

To anticipate where a ball/object will go and move to that area to prevent the opponent from scoring a point.

We are working to track down the volleyball to be in position to prevent our opponent from scoring a point.



VOLLEY

(verb)

To hit a ball or object up into the air repeatedly without catching it.

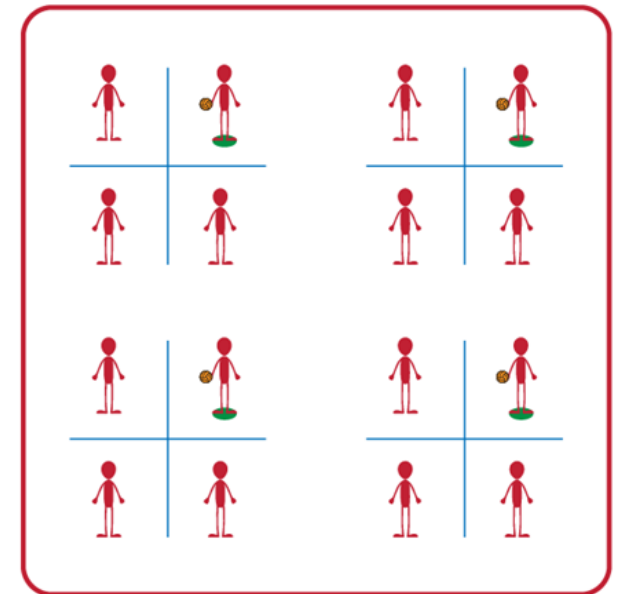
Wendy volleyed the ball up into the air three times.





Volley 4-Square

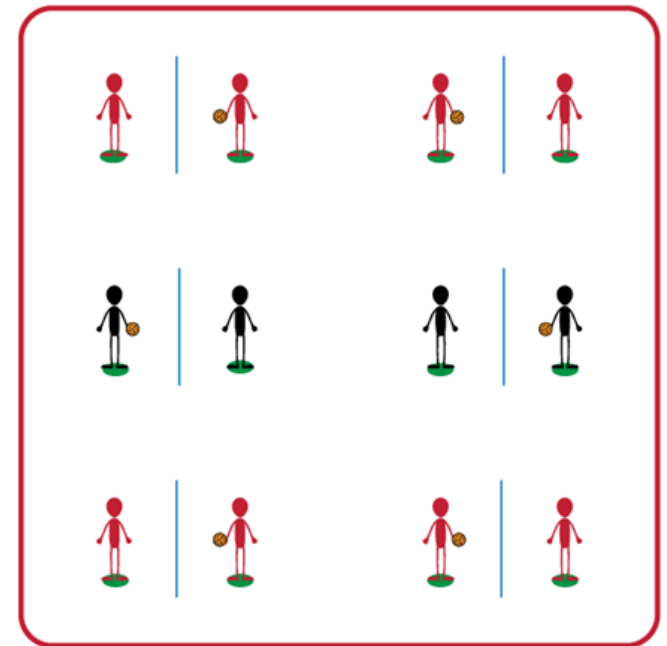
1. Make a group of 4 and choose which type of volleyball your group would like to use.
2. Use 2 jump ropes to create a grid of 4 squares. Place a spot marker in the square designated as the server square.
3. Server will begin the game by tossing the ball to another player who will bump the ball to another square. Play continues as long as the ball is passed in the air from square to square without hitting the ground.
4. When a score occurs (the ball hits the ground or goes out of bounds) players rotate clockwise and begin a new round.





Pass & Set Circles

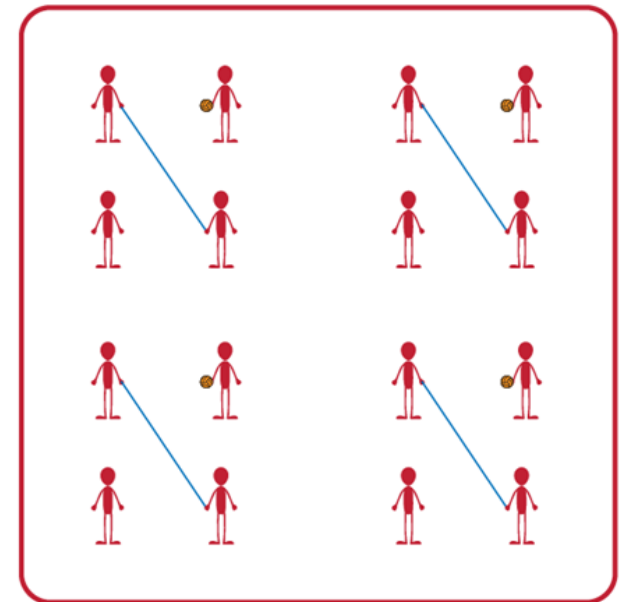
1. Place spot markers about 5 feet apart and place a jump rope on the ground between them.
2. Find a partner and choose what type of volleyball you would like to use.
3. One partner will complete 5 tosses to their partner, who will return each toss back to them using a set (e.g., toss, set, catch). Then the partners will switch roles after each set of 5 attempts.
4. You can attempt to set back and forth continuously with your partner as an extra challenge!





Helpful Net

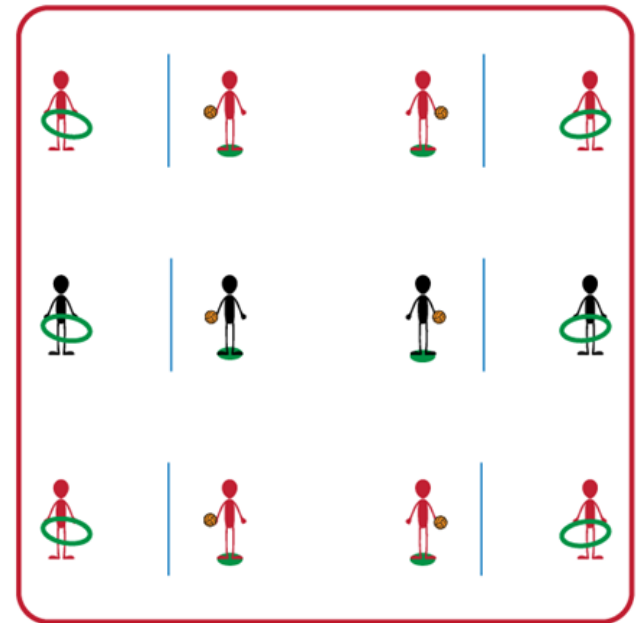
1. Make a team of 4, with two players holding a jump rope to make a net for their team.
2. The student with the volleyball will underhand serve the ball over the “helpful net” and their partner will catch the ball and then underhand serve the ball back to their partner.
3. The two players holding the net can help the servers be successful by moving their feet or altering the height of the net.
4. After both teammates have performed an underhand serve, rotate clockwise one spot so everyone gets an opportunity to underhand serve.





I Got It!

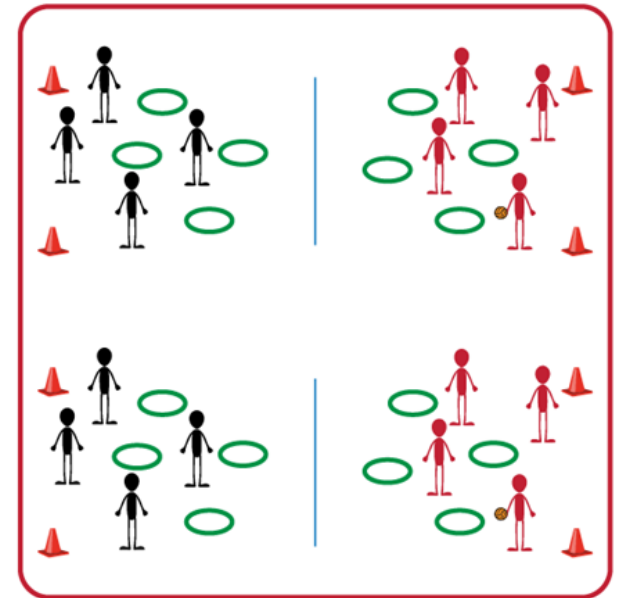
1. Find a partner and get a foam ball for your group.
2. Place a jump rope on the ground between you and your partner. One person begins with the ball and one with a hula hoop.
3. The partner with the ball will spike it, and the partner with the hoop will track the path of the ball to anticipate where it will land. Each time a spike goes through a hoop you get one point!
4. Safety Note: make sure to hold the hula hoop away from your body to avoid getting hit with a ball.
5. You will trade roles after every 5 spike attempts.





Volley Battleship

1. Make equal teams (e.g., 2v2 or 3v3) and divide the space for your group with a pop-up net or a jump rope between cones.
2. Each student begins with a hula hoop and places it on the ground on their side of the net.
3. Teams will take turns trying to overhand serve the ball into one of their opponents' hula hoops. If a serve lands in a hoop you will remove that hoop from your side.
4. The game ends when one team loses all of their hoops or if you hear the stop signal. 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!





4-Minute Tabata Station 1: Volleyball Skills

| Set # | Exercise Name | Interval Start | Interval End |
|-------|-----------------------------------|----------------|--------------|
| 1 | Exercise: Rotation Drills | 0:00 | 0:20 |
| | Rest 10 Seconds | REST | |
| 2 | Exercise: Spike | 0:30 | 0:50 |
| | Rest 10 Seconds | REST | |
| 3 | Exercise: Step & Block | 1:00 | 1:20 |
| | Rest 10 Seconds | REST | |
| 4 | Exercise: Overhand Serve | 1:30 | 1:50 |
| | Rest 10 Seconds | REST | |
| 5 | Exercise: Rotation Drills | 2:00 | 2:20 |
| | Rest 10 Seconds | REST | |
| 6 | Exercise: Spike | 2:30 | 2:50 |
| | Rest 10 Seconds | REST | |
| 7 | Exercise: Step & Block | 3:00 | 3:20 |
| | Rest 10 Seconds | REST | |
| 8 | Exercise: Overhand Serve | 3:30 | 3:50 |
| | Rest 10 Seconds | REST | |



4-Minute Tabata Station 2: Aerobic Capacity

| Set # | Exercise Name | Interval Start | Interval End |
|-------|---|----------------|--------------|
| 1 | Exercise: Burpees | 0:00 | 0:20 |
| | Rest 10 Seconds | REST | |
| 2 | Exercise: Mountain Climbers | 0:30 | 0:50 |
| | Rest 10 Seconds | REST | |
| 3 | Exercise: Jumping Jacks | 1:00 | 1:20 |
| | Rest 10 Seconds | REST | |
| 4 | Exercise: Jogging in Place with High Knees | 1:30 | 1:50 |
| | Rest 10 Seconds | REST | |
| 5 | Exercise: Burpees | 2:00 | 2:20 |
| | Rest 10 Seconds | REST | |
| 6 | Exercise: Mountain Climbers | 2:30 | 2:50 |
| | Rest 10 Seconds | REST | |
| 7 | Exercise: Jumping Jacks | 3:00 | 3:20 |
| | Rest 10 Seconds | REST | |
| 8 | Exercise: Jogging in Place with High Knees | 3:30 | 3:50 |
| | Rest 10 Seconds | REST | |



4-Minute Tabata Station 3: Volleyball Skills

| Set # | Exercise Name | Interval Start | Interval End |
|-------|---------------------------------------|----------------|--------------|
| 1 | Exercise: Set Against the Wall | 0:00 | 0:20 |
| | Rest 10 Seconds | REST | |
| 2 | Exercise: Partner Dig | 0:30 | 0:50 |
| | Rest 10 Seconds | REST | |
| 3 | Exercise: Partner Bump | 1:00 | 1:20 |
| | Rest 10 Seconds | REST | |
| 4 | Exercise: Sit Up & Set | 1:30 | 1:50 |
| | Rest 10 Seconds | REST | |
| 5 | Exercise: Set Against the Wall | 2:00 | 2:20 |
| | Rest 10 Seconds | REST | |
| 6 | Exercise: Partner Dig | 2:30 | 2:50 |
| | Rest 10 Seconds | REST | |
| 7 | Exercise: Partner Bump | 3:00 | 3:20 |
| | Rest 10 Seconds | REST | |
| 8 | Exercise: Sit Up & Set | 3:30 | 3:50 |
| | Rest 10 Seconds | REST | |



4-Minute Tabata Station 4: Aerobic Capacity

| Set # | Exercise Name | Interval Start | Interval End |
|-------|--------------------------------------|----------------|--------------|
| 1 | Exercise: Alternating Lunges | 0:00 | 0:20 |
| | Rest 10 Seconds | REST | |
| 2 | Exercise: Jogging in Place | 0:30 | 0:50 |
| | Rest 10 Seconds | REST | |
| 3 | Exercise: Squat Jumps | 1:00 | 1:20 |
| | Rest 10 Seconds | REST | |
| 4 | Exercise: Invisible Jump Rope | 1:30 | 1:50 |
| | Rest 10 Seconds | REST | |
| 5 | Exercise: Alternating Lunges | 2:00 | 2:20 |
| | Rest 10 Seconds | REST | |
| 6 | Exercise: Jogging in Place | 2:30 | 2:50 |
| | Rest 10 Seconds | REST | |
| 7 | Exercise: Squat Jumps | 3:00 | 3:20 |
| | Rest 10 Seconds | REST | |
| 8 | Exercise: Invisible Jump Rope | 3:30 | 3:50 |
| | Rest 10 Seconds | REST | |



UNIVERSAL DESIGN CHART

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations to move us closer to the ideal of Universal Design.

Universal Design for Learning Considerations for Volleyball

| Equipment | Rules | Environment | Instruction |
|---|--|---|---|
| <ul style="list-style-type: none"> • Provide equipment of different sizes and weights (e.g., foam ball, balloon, beach ball) • Add bells to a balloon or beach ball to assist students with visual impairments • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions | <ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Adapt or modify activities to allow for partner or group assistance if needed • Allow for a throw-in versus a serve if needed during activities | <ul style="list-style-type: none"> • Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers • Allow area within activity space where students can participate seated vs. standing | <ul style="list-style-type: none"> • Use visual demonstrations with auditory instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals |

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.



Critical Elements & Cues for:

FOREARM PASS (BUMP)

- Ready Position: Knees Bent & Dominant Leg in Front
- Make a Fist, Then Cover With Other Hand
- Thumbs Together and Pointing Down & Arms Straight
- Contact Ball Between Elbow and Wrist
- Power Comes From Legs, Not the Arms
- Follow Through (Wrists Stay Below Shoulders)



Critical Elements & Cues for:

OVERHEAD PASS (SET)

- Position Yourself Under Ball
- Knees Bent with a Staggered Stance
- Soft Elbows
- Fingers Make a Triangle with Pointer Fingers and Thumbs Near Forehead
- Extend Arms and Push Ball Up in Intended Direction



Critical Elements & Cues for:

ATTACK (SPIKE)

- Track Where Setter Will Set the Ball Near the Net
- Use the 3-Step Approach to Move to Net
 - Large step in direction of where you will contact ball to gain momentum for jump; then two quick steps to get control before jump
 - Right-Handed Hitters: Step left, right, left
 - Left-Handed Hitters: Step right, left, right
- Jump Upward Off Both Feet as High as Possible; with Elbow of Hitting Arm Close to Your Ear
- Contact Ball at Height of Set (before it starts coming down)
- Arm and Hand Swing Over Top as You Snap Wrist to Strike the Ball Down Onto Opponents' Side of Net



Critical Elements & Cues for:

UNDERHAND SERVING

- Ball Held in Front in Non-Dominant Hand
- Non-Dominant Foot in Front
- Hold Ball at Waist Height
- Pull Dominant Hand Back
- Transfer Weight Forward and Strike Ball with Heel of Hand
- Follow Through



Critical Elements & Cues for:

OVERHAND SERVING

- Ball Held in Front in Non-Dominant Hand
- Toss Ball Into Air 3-4 Feet (in front of hitting shoulder)
- Pull Dominant Hand Behind Head (create a “bow and arrow” motion with elbow high on hitting arm)
- Step with Foot Opposite of Serving Hand and Strike Ball Above Head with Open Palm and Strong Wrist
- Follow Through with Full Arm Extension and Transferring Weight Forward



Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

| | | | |
|----------|---|----------|--|
| 1 | The quality of being correct, precise, or on target. | 2 | To manage or regulate the movement or actions of something. |
| | <ul style="list-style-type: none"> a. Anticipate b. Challenge c. Accuracy d. Cooperation | | <ul style="list-style-type: none"> a. Compete b. Anticipate c. Control d. Bump |
| 3 | The quality of having strong moral principles. | 4 | To move an object from one space to another. |
| | <ul style="list-style-type: none"> a. Connection b. Teamwork c. Growth Mindset d. Integrity | | <ul style="list-style-type: none"> a. Strike b. Pass c. Accuracy d. Cooperation |
| 5 | To hit a ball or object up into the air repeatedly without catching it. | 6 | The combined action and effort of a group of people working toward a goal or purpose. |
| | <ul style="list-style-type: none"> a. Volley b. Set c. Respect d. Spike | | <ul style="list-style-type: none"> a. Compete b. Teamwork c. Tracking d. Partner |
| 7 | Strategic overhead passes between players in order to position the ball to be hit over the net. | 8 | To hit a ball with powerful, overarm motion so that it travels down into the area your opponents are defending. |
| | <ul style="list-style-type: none"> a. Set b. Spike c. Bump d. Serve | | <ul style="list-style-type: none"> a. Pass b. Bump c. Set d. Spike |



HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

| | |
|------------------------------------|---|
| Proficient 4 | Consistently performs bumping, setting, and serving skills with control, using critical cues. Executes skills and applies strategies/tactics during small sided games. Conducts herself/himself safely and with consideration for others. |
| Competent 3 | Performs skills with occasional errors in both form and outcome. Is able to pass and serve with accuracy and with acceptable control. Has demonstrated skill combinations. Conducts herself/himself safely without disrupting the learning environment. |
| Lacks Competence 2 | Performs skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations. Occasionally creates unsafe situations. |
| Well Below Competence 1 | Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment. |

[illegible]



TEACHER SELF-EVALUATION & REFLECTION GUIDE

Complete after each instructional module. Refer to responses before teaching the module in the future.

Teaching Dates of Module:

School Year:

| General Comments / Notes for Planning Next Year's Module | |
|---|--|
| <ul style="list-style-type: none"> Comment 1: Comment 2: Comment 3: | |
| Self-Reflection Across Danielson's Four Domains of Teaching | |
| Domain 1: Planning & Preparation | |
| 1a: Demonstrating Knowledge of Content/ Pedagogy | 1d: Demonstrating Knowledge of Resources |
| 1b: Demonstrating Knowledge of Students | 1e: Designing Coherent Instruction |
| 1c: Selecting Instructional Outcomes | 1f: Designing Student Assessments |
| <ul style="list-style-type: none"> Reflection 1: Reflection 2: Reflection 3: | |
| Domain 2: Classroom Environment | |
| 2a: Evidence of Respect and Rapport | 2d: Managing Student Behavior |
| 2b: Establishing a Culture for Learning | 2e: Organizing Physical Space |
| 2c: Managing Classroom Procedures | |
| <ul style="list-style-type: none"> Reflection 1: Reflection 2: Reflection 3: | |
| Domain 3: Instruction | |
| 3a: Communicating with Students | 3d: Using Assessment in Instruction |
| 3b: Using Questioning and Discussion Techniques | 3e: Demonstrating Flexibility and Responsiveness |
| 3c: Engaging Students in Learning | |
| <ul style="list-style-type: none"> Reflection 1: Reflection 2: Reflection 3: | |
| Domain 4: Professional Responsibilities | |
| 4a: Reflecting on Teaching | 4d: Participating in a Professional Community |
| 4b: Maintaining Accurate Records | 4e: Growing and Developing Professionally |
| 4c: Communicating with Families | 4f: Showing Professionalism |
| <ul style="list-style-type: none"> Reflection 1: Reflection 2: Reflection 3: | |
| Self-Rating with Rationale | |
| Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1) | |
| <ul style="list-style-type: none"> Evidence 1: Evidence 2: Evidence 3: | |