



1 ON 1 ON 1

STUDENT TARGETS

- **Purposeful Competition:** I will recognize the value of purpose in my daily activities and use it to motivate me.
- **Skill:** I will demonstrate the Roundnet skills and strategies required to play 1 on 1 on 1.
- **Fitness:** I will remain actively engaged in order to increase my heart rate.
- **Responsible Behaviors:** I will value and demonstrate safe behaviors.

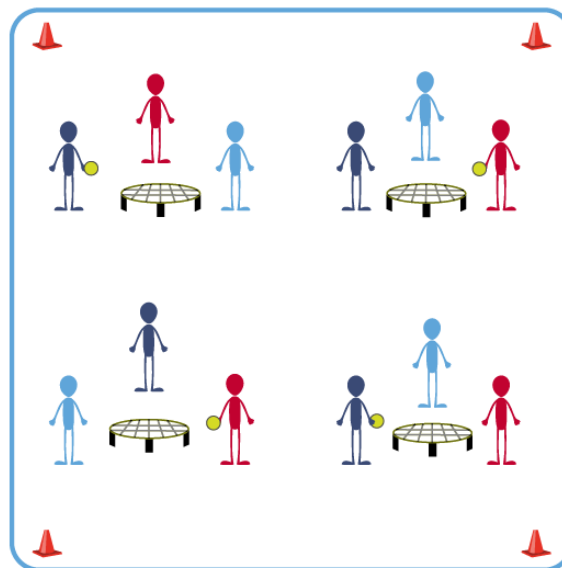
EQUIPMENT & SET-UP

Equipment:

- 1 Spikeball® (or foam ball) per group of 3 students
- 1 Spikeball® net (or hoop) per group

Set-Up:

- Scatter nets (or hoops) in activity area with enough space for groups to move freely.
- Create groups of 3 students, each group at a net (or hoop) with a Spikeball® (or foam ball).



ACTIVITY PROCEDURES

1. We are going to keep working on our passing and striking skills with a game of 1 on 1 on 1. The rules are the same as classic Roundnet, but with 3 players.
2. Begin with a game of Rock, Paper, Scissors to determine who will begin the game as Player 1 and serve. Play starts with player 1 serving to player 2. Player 2 and player 3 are now on a team and have 3 touches to hit the ball off the net. If player 3 hits the ball off the net, players 1 and 2 are on a team and have 3 hits to make a spike.
3. Play continues in this way, with the player who makes the spike then working to defend against the hits of the other two players.
4. No score is kept during 1 on 1 on 1. Each rally is a mini-game of its own.
5. We will play 5-minute games, and then you will find at least one new teammate before we start the next game.
6. On the stop signal put equipment down and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

- **Level 1:** Participate cooperatively and demonstrate skill elements related to passing and spiking.
- **Level 2:** Analyze personal and group performance, discuss opportunities for improvement, and then execute a plan for purposeful skill refinement.

TEACHING CUES

- **Cue 1:** The player that spikes will move to defense.
- **Cue 2:** Ensure you are keeping track of the number of hits during each new rally.
- **Cue 3:** Set the ball towards the net for your teammates.



1 ON 1 ON 1 (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Provide implements (e.g., paddle) if students have difficulty striking with their hands.
- **UDL 2:** Use modified equipment as needed (e.g., foam ball) and allow students to choose their challenge preference.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Increase the size of the target area or remove the target altogether.
- **UDL 5:** Allow the ball to bounce before each hit if needed.

ACADEMIC LANGUAGE

Respect, Value, Strategy, Safety

PRIORITY OUTCOMES

Purposeful Competition – Association of Failed Attempts with Future Successes:

- **(HS)** Evaluate and target historically less competent or proficient skills for improvement through continued trial and error.

Personal Responsibility & Safety:

- **(HS)** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

DEBRIEF

Debrief Questions:

- **DOK 1:** How can you recognize safe participation? How can you recognize unsafe participation?
- **DOK 2:** How is hydration related to safe participation? How is the use of equipment related to safe participation?
- **DOK 3:** Can you predict participants' level of enjoyment if all players practice safe behaviors?