**EXPERIENCE ROUNDNET**

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| **STUDENT TARGETS** | |
| * **Purposeful Competition:** I will recognize the importance of failed attempts along the path to excellence and learn from them intentionally. * **Skill**: I will demonstrate a variety of Roundnet skills required for maintaining a rally. * **Fitness:** I will remain focused and actively engaged in practice tasks. * **Responsible Behaviors**: I will work cooperatively to maintain an extended rally. | |
| **EQUIPMENT & SET-UP** |  |
| **Equipment:**   * 1 Spikeball® net (or hoop) and 1 ball per group of 4 students * Use hoops and foam balls if you do not have enough Spikeball® sets for your entire class   **Set-Up:**   * Scatter nets (or hoops) in the activity area, allowing space for player movement. * Place 1 Spikeball® at each net. * Pair students and send 2 pairs (4 players) to each net. |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is called Experience Roundnet and will give you some practice time to apply the offensive and defensive strategies we have been learning. 2. The object of the activity is to build a rally with consecutive Roundnet passes and spikes. 3. On the start signal, determine which team will serve first and begin the game. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession. 4. We will play 3-minute games. At the end of each game, each of you must play with a different partner. We will play a total of 3 games, so you have an opportunity to partner with everyone at your net for one game. This will also help teams select partners for Roundnet tournaments later on this season. 5. 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:** Apply the Roundnet skill cues and strategies we have practiced. * **Cue 2:** Help and encourage others by demonstrating kindness and using supportive language.   **Cue 3:** Play with purpose but have fun! | |

**EXPERIENCE ROUNDNET** (continued…)

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| **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 in between passes and spikes. * **UDL 6:** Use peer partners if applicable. |
| **ACADEMIC LANGUAGE** |
| Cooperation, Respect, Movement Concepts, Control |
| **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.   **Social Interaction:**   * **(HS)** Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities. |
| **CLOSURE AND DEBRIEF** |
| **Purposeful Competition Closure:**   * Let’s hear about how folks got better today. * You can either tell the class about something you improved on, something that you’re currently doing well, or something that a classmate seems to be improving on. *(Allow time for reflection and feedback)* * Thanks for sharing the good news!   **Debrief:**   * **DOK 1:** What are the movement concepts related to Roundnet participation? * **DOK 2:** How do those concepts affect the performance of specific skills or tactical plays? * **DOK 3:** How can you apply what you’ve learned to develop your Roundnet skills? *(Teachers: include specific skills when you ask this question. For example, “How can you apply what you’ve learned to develop your spiking skills?”).* |