

**EPHE 311-A01: Introduction to Volleyball**

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## Unit Goals

Upon completion of this unit, it is expected that students will be able to:

**Psychomotor:** Successfully develop their underhand serving skills, bumping and volleying skills, and improve their accuracy and ready position; as well as carry out proper techniques when performing these skills.

**Cognitive:** Be able to understand the serving, volleying, and bumping technique and their components; comprehend and come up with strategies to invade and create space in territory invasion games; process instructions and carry out required tasks; understand when to apply various skills in a game setting.

**Affective:** Be able to efficiently collaborate with classmates and communicate with team members; listen carefully and politely to instructions and be respectful of the classroom, other people, and materials. Be caring towards students, teachers, and the classroom.

## Systematic Task Analysis

### Developmental:

#### **Bumping**

<u>Speed of Volleyball</u>	<u>Angle/ Force of Ball</u>	<u>Distance of ball to player</u>	
Slow	Arch / not much force	Right at player	Easiest
Medium	Straight / more force	A bit in front or behind player	↓
Fast	Down / a lot of force	Player needs to move a lot	Hardest

#### **Setting**

<u>Speed of Volleyball</u>	<u>Distance of ball to player</u>	<u>Height of the ball</u>	
Slow	Right at player	Above head	Easiest
Medium	A bit ahead or behind player	At head	↓
Fast	Far from player (need to move)	Below head	Hardest

### Procedural:

#### **Underhand Serve**

Place non dominant foot in front → shift your weight to dominant foot → Cup the ball in your non dominant hand → Lower the ball to be at mid-thigh height → Squeeze dominant/ hitting hand into a fist → Pull your hitting arm straight back → Swing your arm through making contact with the underside of the ball while stepping forward with your non dominant foot → Follow through with your arm

#### **Bumping**

Get into ready position → Create a platform with your arms (clasp hands together with thumbs together) → Hold your arms straight out slightly below your waist → Bend your knees to absorb impact → Use your arms to push through the ball → Straighten your legs → Move arms slightly up

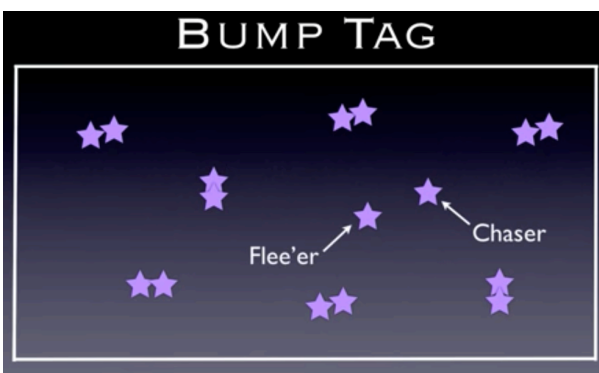
#### **Setting**

Start with hands hovering right over forehead → Make thumbs and pointer fingers form a triangle with palms facing outwards → Put elbows out to the side in a wide position → Push hands upwards to set the ball

<b>Unit: Volleyball</b>	
<b>Lesson: 1 of 4</b> <b>Date/time: N/A</b> <b>Grade: 5</b>	<b>Topic:</b> Serving and Team Building <b>Equipment:</b> 4 blankets, 21 volleyballs (one per each student), 2 volleyball nets, one mat, one ball cart, one hula-hoop
<p><b>Learning outcomes: TSWBAT...</b> <i>written with skill, condition, criteria</i></p> <p>Psychomotor: Develop their underhand serving skills (accuracy etc.) and carry out the proper techniques</p> <p>Cognitive: Apply their newly learned skill into a game setting</p> <p>Affective: Work cooperatively with classmates to build teamwork skills and work with a partner/team to practice their new skill</p>	
<p><b>Introductory Activities – 8 minutes</b></p> <p>Blanket Volleyball (5 Minutes)</p> <p>Students are divided into groups of four and each team is given a blanket. The two teams will go on opposite sides of the volleyball net and each student/ team member will hold a corner of their team’s blanket. One team will start with the volleyball in the middle of their blanket and try to toss the ball into the air and over the net where the other team must catch the volleyball with the blanket. A point is earned if the other team does not catch the ball or if the ball does not go over the net.</p> <p>Bump Tag (3 mins)</p> <p>Get students into pairs where they will stay seated. Three people will be the chasers and three people will be the flee’ers. Whenever the flee’er tags the chaser they switch roles. The flee’er is trying to run towards a seated pair and if they successfully sit down without being tagged the seated person beside them gets “bumped” and becomes the flee’er.</p> <p><b>Fitness Development:</b> Students will move from short and slower movements to running</p>	<p><b>Teaching Points and Cues (for students)</b></p> <ul style="list-style-type: none"> <li>- Work together with your teammates to get the ball over the net</li> <li>- Watch out for the people sitting down</li> <li>- Keep your head up</li> </ul>
<b>Organization (diagram)</b>	
Blanket Volleyball:	



Bump Tag:



### Skill Development: 8 minutes

Serving practice: (8 mins)


Divide students equally between the 2 courts and put them into pairs. From here get each pair to grab volleyball. Students will start close to the net practicing their underhand serve. Students will move at their own pace and take a few steps back when they feel ready. Before the students begin, go through the underhand serving technique. Underhand Serve: Have your non-dominant foot in front and shift your weight to your dominant foot, cup the ball in your non dominant hand, lower the ball to be at your mid-thigh height, squeeze your dominant / hitting hand into a fist, pull your hitting arm straight back then swing your arm through making contact with the underside of the ball and step forward with your non dominant foot, and follow through with your arm

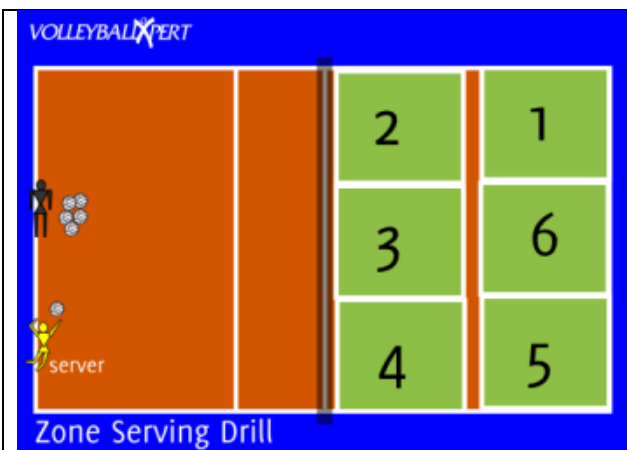
### Teaching Points and Cues (*for students*)

- Keep an eye out for other peoples volleyballs
- Watch out for your peers
- Take a step back when you feel comfortable and as if you can challenge yourself

### Organization (*diagram*)

Serving Practice: (over a net to a partner)

	
<p><b>Culminating Activity: 10 minutes</b></p> <p><b>Target Aim:</b> (5 mins) On one side of the court place a ball cart, a hula-hoop and a mat. Get students to line up on the opposite side each with a ball. Get the students to serve one at a time aiming for one of the objects on the court. The student will run and get their ball and then when they are back the next person will go. Use two courts so that the lines will move faster.</p> <p><b>*Inclusive episode:</b> students will have the option of three different sized targets so that students who are advancing faster can challenge themselves and those who are not advancing as fast can still learn without failing</p> <p><b>Serve n' Sprint:</b> (5 mins) Divide the class into four groups and each group will form a line at the end of the court. The first player in each group will get a ball. When the teacher says go the first player will serve the ball and if it goes over the net they will sprint to get the ball and hand it to the next player in line so they can serve. If a player hits the net or if their serve goes out then they need to re-serve. The first team to have all their players seated wins.</p>	<p><b>Teaching Points and Cues (for students)</b></p> <ul style="list-style-type: none"> <li>- Make sure no one is on the court when you are serving</li> <li>- Be aware of your space and look out for your classmates</li> <li>- Focus on doing the right technique for your underhand serve</li> </ul>
<p><b>Organization (diagram)</b></p> <p>Target Aim: * Targets mentioned above will be used instead of numbering off sections of the court</p>	



Serve n' Sprint:



**Closure:** (5 minutes)

Did you learn something new today?

Did you find the underhand serving easy to learn or difficult?

What was your favourite activity?

What are you most excited about in our volleyball unit?

(3 minutes)

Ask students to help put away all materials. (2 minutes)

**Assessment:**

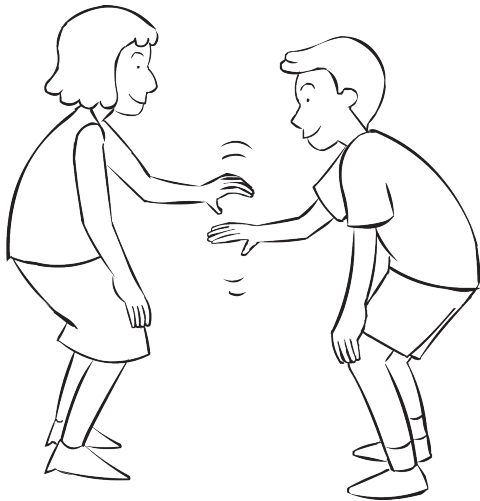
Observe each student's participation and effort put towards learning how to correctly do an underhand serve throughout the class.

**Ticket out the door: (formative)**

One thing you learned, one thing you are excited about, and one thing you are confused about or want to learn more about.

The students will answer these three questions on a piece of paper that they will hand to the teacher before leaving the class.



<b>Unit: Volleyball</b>	
<b>Lesson: 2 of 4</b> <b>Date/time: N/A</b> <b>Grade: 5</b>	<b>Topic:</b> Bumping and ready position <b>Equipment:</b> ~20 volleyballs (one per each student), stack of cones, 2 volleyball nets/ courts
<p><b>Learning outcomes: TSWBAT...</b> <i>written with skill, condition, criteria</i></p> <p>Psychomotor: Engage in and carry out new volleyball techniques and be able to perform the proper ready position</p> <p>Cognitive: Be able to apply the necessary components into the correct bumping technique</p> <p>Affective: Work with partners to develop bumping skills (cheer them on and offer suggestions when needed)</p>	
<p><b>Introductory Activities (5 minutes)</b></p> <p>Play Knee Tag to get the to learn the ready position for volleyball and to get their bodies warm. Get everyone to partner up and get into a ready position (low stance, knees bent, arms out, head up). When you say go each player will try and touch their opponents knee as many times as they can while trying to defend their own knees. (2 minutes). After 2 minutes play so that every student is “it” and can tag anyone’s knees. So all the students will be running around the gym trying to touch as many of their peer’s knees. Get the students to count how many knees they touch. (3 minutes)</p> <p><b>Fitness Development:</b></p> <p>Students will move from dynamic movements to running.</p>	<p><b>Teaching Points and Cues (for students)</b></p> <ul style="list-style-type: none"> <li>- Stay in the ready position during the partner knee tag</li> <li>- Keep your head up so you do not run into others</li> <li>- Be mindful of others and touch their knees gently – do not hit hard</li> </ul>
<p><b>Organization (diagram)</b></p> 	

**Skill Development:** (10 minutes)

Start off by teaching the students the proper bumping technique: get into the ready position, create a platform with your arms by clasping your hands together with your thumbs together and hold your arms straight out, slightly below your waist when the ball comes use your knees and your arms and push through the ball, straighten your legs and move your arms slightly up (provide a demonstration).

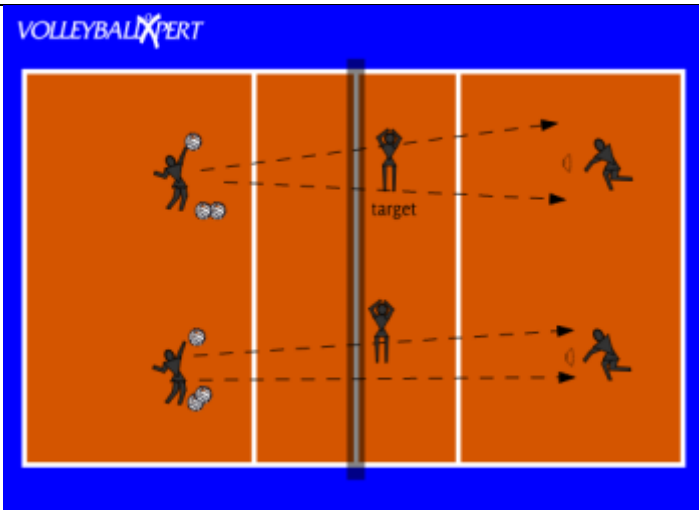
Give each student a ball and get them to practice their bumping technique and ready position by bumping the ball against the wall. (3 minutes)

To further practice their bumping technique and to work on their consistency get students into pairs. One partner will toss the ball at the other partner who will bump it back. The student will continue to do this for a minute and then they will switch roles. (4 minutes). After both partners have gone twice, switch partners and repeat the drill but this time the throwing partner will toss the ball to the left or to the right so that the passing partner has to shuffle side to side to pass the ball. After a minute and a half get the students to switch roles. (3 minutes).

**Teaching Points and Cues (for students)**

- Make sure to contact the ball with both your arms
- Do not swing your arm when you are bumping
- Look out for your classmates when doing the passing drill

**Organization (diagram)**



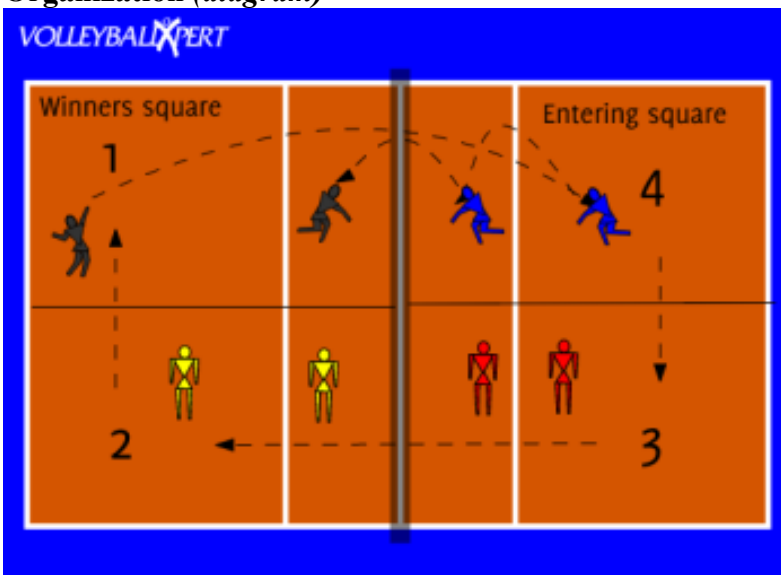
**\*\* note student will not be serving but throwing the ball**

### **Culminating Activity:** (10 minutes)

Students will get into groups of 4-5 and half the group will be on one line and half on the other. The first student will bump the ball to the person on the other line and then run to the back of the opposite line. Students will try and keep the ball in the air and successfully bump it back and forth for as long as they can. If they drop the ball they will pick it up and start again. (4 minutes).

After, they will play volleyball 4 square where there will be a 4-square court marked by cones and each square will have 2 students in it. The goal is to try and move up to square 1 by passing to other pairs in the square. If a pair cannot make a successful pass then they move to square 4 and everyone else moves up one. Players must bump the ball. (6 minutes).

### **Organization (diagram)**



**Closure:** (5 minutes)

### **Teaching Points and Cues (for students)**

- Make sure you are running to the back of the line so that you are ready to receive the next pass
- Keep your head up and be aware of your classmates
- In volleyball 4 square only bump the ball (no setting or hitting allowed)

<p>Did anyone learn anything new today? What did you learn? What was your favourite part of the lesson? What part did you find most challenging? Do you feel more comfortable bumping the ball now then you did at the beginning of todays lesson?</p> <p>(3 minutes)</p> <p>Ask students to help put away equipment (2 minutes)</p>	
<p><b>Assessment: (formative)</b></p> <p>Observe students participation throughout the lesson. Ask the students out of five how comfortable they feel in bumping a volleyball using the correct technique. Then ask students out of five how well they think they participated in todays lesson. Students will respond by putting up the number of fingers that they think represented their personal success.</p>	

<b>Unit: Volleyball</b>	
<b>Lesson: 3 of 4</b> <b>Date/time: N/A</b> <b>Grade: 5</b>	<b>Topic:</b> Setting/Volleying <b>Equipment:</b> volleyball net/court, one balloon per student (~20 balloons), one volleyball per student (~20 volleyballs), 10 cones
<p><b>Learning outcomes: TSWBAT...</b> <i>written with skill, condition, criteria</i></p> <p>Psychomotor: Engage in and carry out new volleyball setting techniques</p> <p>Cognitive: Think about the necessary components to be successful when learning new setting techniques</p> <p>Affective: Contribute positively to the team environment and further the development of a positive attitude towards volleyball and PHE</p>	
<p><b>Introductory Activities: 10 minutes</b></p> <p>Review how to set a volleyball with the class before playing the introductory warm up game. Give each student a balloon after explaining volleying teaching cues: (5 minutes)</p> <p>When setting the ball, students should start with both hands hovering right over their forehead. The thumbs and pointer fingers should form a triangle and the palms should face outward. The elbows should be out to the side in a wide position, which will provide leverage to push the ball. They will then push their hands upward to set the ball. Have students practice this sequence in an open space of the gym for a few minutes.</p> <p>Play the shepherds game: In this game, 1-3 students are designated as “sheep dogs” that stand in the center of the gym (they are the “its”). The other players line up on an endline, each with a balloon. These players represent the shepherds, and their balloons are the sheep. The object is to volley their sheep continuously as they walk through the “pasture” without allowing a sheep dog to tap their sheep away. Any shepherds who lose their sheep become stationary and try to tag other passing shepherds. (after one round is completed change the “its” and play a second round) (5 minutes)</p> <p><b>Fitness Development:</b> Students will move from static movement into a dynamic movement warmup to engage their bodies for the upcoming lesson.</p>	<p><b>Teaching Points and Cues (for students)</b></p> <ul style="list-style-type: none"> <li>-ensure students keep their heads up to avoid collisions and running into other students</li> <li>-review how to set the volleyball before engaging</li> <li>-remind students of volleying cues: hands over forehead, thumbs and pointer fingers form a triangle, elbows out wide</li> </ul>
<b>Organization (diagram)</b>	



**Skill Development:** (8 minutes)

Give each student a volleyball and have them practice their setting technique and form by volleying against a wall. Teacher will circulate the classroom providing feedback to each student. (4 minutes)

Have students pair up and stand about five feet apart from their partner. Between the pair, one volleyball is needed. Have one partner practice catching the ball (ensuring they wrap their fingers around the ball) while the other partner passes the ball from a setting position. One partner will hold the ball in the setting position and practice pushing the ball up in the air while the other partner will catch this pass and practice cushioning the volleyball and their catching technique. (4 minutes)

\*inclusive episode: To make this drill more difficult for students who are advancing faster than others, increase the distance between the students by having them take a large step backwards. To set the ball further, they will need to push their arms more diagonally rather than straight up.

**Teaching Points and Cues** (*for students*)

-Ensure students are spread out and keeping their heads and eyes up

-Make sure your partner is ready for the pass before you make it

-Ensure the partner catching the ball uses their fingertips not palms

**Organization (diagram)****Culminating Activity: 7 minutes**

Divide class up into five teams of four players. Each team will stand behind a marked cone, and there will be another cone about 10 feet away from the beginning cone. Teams will have two players on each cone, and one volleyball between all four players. One side of the gym will start by throwing the volleyball underhand up in the air and the teammate across from this player will run into the middle of the cones and get underneath the volleyball and set it up in the air. The person who started this shuttle will follow their pass and the lines will continue to flow with a teammate constantly setting the ball and following their pass. Have students count to see how many consecutive passes they can make in a row!

**Organization (diagram)****Teaching Points and Cues (for students)**

- Have students keep their heads up to prevent collisions
- Ensure students are watching for stray volleyballs



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**Closure:** *Specific questions for students (5 minutes)*

Did you guys learn anything new today?

What did you learn?

What was your favourite activity from today's lesson? Why?

What parts of today's lesson did you find most difficult

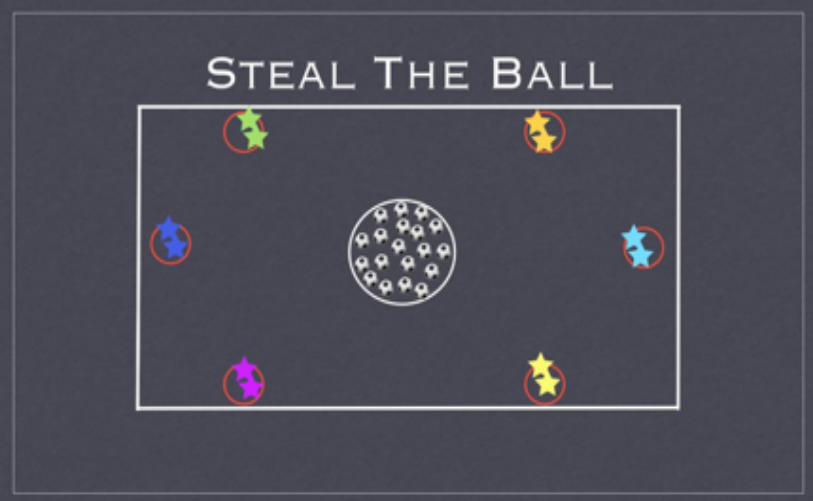
Why? (3 minutes)

Ask students to help put away all materials. (2 minutes)

**Assessment:** (formative)

Have students tell you how well they thought they participated and engaged in today's lesson on the finger scale from 1 to 5.



<b>Unit: Volleyball</b>	
<b>Lesson: 4 of 4</b> <b>Date/time: N/A</b> <b>Grade: 5</b>	<b>Topic:</b> Unit Summary <b>Equipment:</b> Volleyball net, beach ball, 20 volleyballs, 5 hula hoops
<p><b>Learning outcomes: TSWBAT...</b> <i>written with skill, condition, criteria</i></p> <p>Psychomotor: Utilize the newfound components of volleyball (serving, bumping, volleying) when playing volleyball related games and activities</p> <p>Cognitive: Think about the newfound skills learned and determine when to use which skills in which scenarios</p> <p>Affective: Contribute positively to the team environment and further the development of a positive attitude towards gymnastics and PHE.</p>	
<p><b>Introductory Activities (5 minutes)</b></p> <p>Start by placing a whole bunch of volleyballs in the center area, equally spaced between anywhere from 4 teams of 5. At each team area, place a hula hoop for the balls to be placed after they are taken from the middle area. On the go signal, players from each team go one at a time to the middle, volley the volleyball back to their hoop and tags the next person to go. The object is to take as many balls until all are gone from the middle. When all the balls are gone from the middle, then take one ball from any of the other teams. After a designated time limit count to see which team has the most!</p> <p>Fitness Development: To engage the students' bodies in a dynamic warm up drill to prepare them for the lesson ahead.</p>	<p><b>Teaching Points and Cues (for students)</b></p> <ul style="list-style-type: none"> <li>-Ensure students play fairly and do not leave their station before their teammate has come back</li> <li>-Have students keep their heads up to watch out for stray volleyballs and other players</li> <li>-Remind students of proper volleying technique: hands over forehead, thumbs and pointer fingers form a triangle, elbows out wide</li> </ul>
<p><b>Organization (diagram)</b></p> 	
<b>Skill Development: 5 minutes</b>	<b>Teaching Points and Cues (for students)</b>

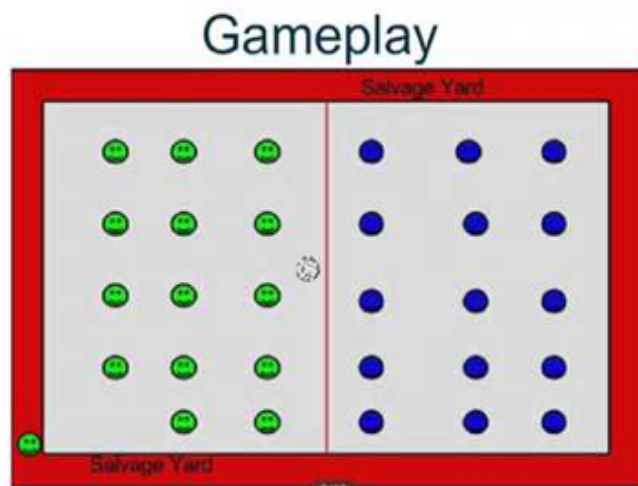
**Battleship:** Split your group into two teams. Setup the room with a divider down the middle (like a sheet) and play life-size battleship. Have people lie down on the floor like battleships and use a beach ball as the bomb. Allow students to take turns practicing serving the beach volleyball before switching which team acts as the “battleships”. If the ball hits someone on the full, their ship sinks. The object of the game is to knock out all ships from the opposing team.

-Ensure each student gets a turn serving the beach ball

-have students who are acting as “battleships” be aware when the opposite team is serving

-Ensure students are aware of the volleyball court lines and that students who are “battleships” are in bounds

**Organization (diagram)**



**Culminating Activity:** 15 minutes

**Kings Court:** Divide class into four teams of 5 players and set up two volleyball courts. Have students play three-minute rounds of volleyball and keep score. After three minutes, the winning team advances to the King’s Court (highest level playing court). The team that has lost the match moves down to the lower court and tries to work their way back up again.


**Teaching Points and Cues (for students)**

-Teacher will create teams at random by selecting names out of a hat

-Teacher will select which team starts where on the court by selecting names out of a hat

**Organization (diagram)**

-ensure each student is aware of the court boundaries

<p style="text-align: center;">Kings Court</p>  <p>*two courts would be present side by side, not one.</p>	
<p><b>Closure:</b> <i>Specific questions for students</i> 5 minutes</p> <p>Did you guys learn anything new today? What did you learn?      What was your favourite activity from today's lesson? Why?      What parts of today's lesson did you find most difficult      Why?      What was your favourite aspect of the volleyball unit? Why      is that? (3 minutes)</p> <p>Ask students to help put away all materials. (2 minutes)</p>	
<p><b>Assessment:</b>      Make note on student participation, engagement, and effort      levels throughout the unit and refer to how the student's      learning has progressed.</p>	

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