

**Spike's Volleyball Adventure**  
**Grade Five Volleyball Mini Unit**  
**By Gabrielle, Judy and Lauryn**



**Core Competencies:**


- Communication: The activities that students participate in throughout the unit will encourage teamwork skills through calling names, peer encouragement, and teacher-student feedback interactions.
- Thinking: Students will activate prior knowledge and apply it to new learnings in this unit. They will also consolidate understanding through honing in on fundamental movements used in volleyball.
- Personal and Social: Throughout the unit there will be activities that require students to work in pairs or as a big group. Through skill and movement development, students will have to collaborate to progress. Inclusion will also be encouraged through the three touch rule when scrimaging.

**Big Ideas:**

- “Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.”
- “Developing healthy relationships helps us feel connected, supported, and valued.”
- “Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.”

## **Table of Contents**

<b>Volleyball Lesson 1 of 4: Passing and Setting</b>	<b>3</b>
<b>Peer Assessment Tool for Volleyball Lesson 1 of 4</b>	<b>8</b>
<b>Volleyball Lesson 2 of 4: The Underhand Serve</b>	<b>9</b>
<b>Peer Assessment Tool for Volleyball Lesson 2 of 4</b>	<b>14</b>
<b>Volleyball Lesson 3 of 4: Hitting/spiking</b>	<b>15</b>
<b>Peer Assessment Tool for Volleyball Lesson 2 of 4</b>	<b>20</b>
<b>Volleyball Lesson 4 of 4: Gameplay</b>	<b>22</b>
<b>Systematic Task Analysis: Underhand Serve</b>	<b>24</b>
<b>Volleyball Mini Unit Skill Assessment</b>	<b>25</b>
<b>Universal Design For Learning (UDL) Inclusive Episodes</b>	<b>27</b>

<p><b>Volleyball Lesson 1 of 4:</b>  <b>Passing and Setting</b></p> <p><b>Grade:</b> 5</p> <p><b>Equipment:</b> Nets, volleyballs (one per pair of students), Line Markers (one for each student)</p> <p><b>Level of Physical Activity:</b>  Moderate</p>	<p><b>Learning Objectives TSWBAT:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• correctly set over their head 75% of the time</li> <li>• pass the ball to a teammate with accuracy 75% of the time</li> <li>• correctly bump to a target 75% of the time</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• answer questions on how to correctly bump and set</li> <li>• communicate their new learning progress in all areas</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• listen to and communicate with teammates</li> <li>• listen to instruction</li> <li>• show sportsmanship by helping with set up and take down</li> </ul>	
<p><b>Activity Outline:</b>  Set up for me before class:</p> <ul style="list-style-type: none"> <li>• Volleyball nets set up (two nets, one on either side of the centre line of the gym)</li> <li>• Volleyballs (one per person)</li> <li>• Line markers (two per pair) set up in the gym for each person in the pair to stand at (three meters apart)</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Warm up</li> <li>2. Setting drill</li> <li>3. Passing drill</li> <li>4. Mini Court</li> </ol>	<p><b>Time:</b></p>	<p><b>Teaching Points, Safety, and Modifications:</b></p>

**Set Up and Warm Up Activity:**

**Red, Yellow, Green Light:**

- Teacher stands at the front of the class on one side of the gym with their hands over their eyes
- Students are waiting on the opposite side of the gym
- I say either green light, yellow light, or red light
- Players who are still moving during Red light have to start from the beginning again
- I demonstrate each of the exercises before starting the warm up
- If there is extra time or the game ends quicker than expected the student who touches the wall first then becomes the person who yells out the colour (I would stand next to the student in case they are too quiet or they need to be reminded of what the colours mean)



**8 mins  
(1:03)**

**5 - 8  
mins  
(1:11)**

**While students are setting up**

**Rules and Safety:**

- Do not go before the teacher says 'green light'
- Students follow the rules for each colour, Green = high knees, Yellow = Lunges, Red = Stop
- Do whichever colour is said
- Only move forwards unless told to stop
- If students are having an easy time make the exercises for each colour more challenging
- Emphasising body control and spatial awareness

**Setting Drill:**

- Each student grabs a ball and finds a blank space on the wall that is at least five feet away from another student
- The student then begins tossing the ball against the wall, high enough so that they can get under the ball and catch it right above their hairline
- Students catch the ball from underneath with their fingers spread and their left pointer finger and thumb nearly touching their right pointer finger and thumb, which creates an upside down diamond shape. Once they catch the ball students can look at their hands and see if their pointer fingers and thumbs create an upside down diamond shape

**Passing/Calling Drill:**

- Students are paired up
- Both students standing at their markers
- Begin with one student tosses the ball directly to their partner and the partner bounces it back to the tosser, the partners switch roles once the tosser has tossed the ball 5 times

**6 - 9  
mins  
(1:20)**

- Teacher demonstrates how students should make contact with the ball (which is described in the 1st column)
- Emphasize getting under the ball, staying in ready position, and creating the upside down diamond shape
- If students already know how to set the well ball they can choose a brick (or a spot on the wall) and try to set the ball against that spot, if that is too easy the
- students can try to see how many rallies they can get to themselves by setting the ball against the wall

**Introduces/Strengthens Setting  
Ability**

- Teacher demonstrates how to bump a ball: making a fist with your left hand and extending the same arm, extending your right arm and wrapping your hand around your left fist, with your thumbs on top of the fists. Make sure that your forearms are facing up to the ceiling and when going to bump the ball keep your arms straight and move your

**7-10  
mins  
(1:30)**

- Once both partners have bumped and tossed the tosser now tosses the ball two feet to the left or right of the person bumping
- once both students have made five bumps back to the tosser the pair can begin again but this time making sure that when they bump the ball it goes higher a head taller than themselves or they if they are having an easy time they can begin to bump the ball back and forth to each other with one bounce in between each contact (rallying)
- If rallying the pair must start over if the ball touches the floor more than once in a pass
- Students call the ball when going to pass it back
- If the students reach 20 continuous bumps, varying on ability, both students can move back two steps, or switch to setting
- (After the game is done, students put their balls away and the teacher places the line marks down the middle of the two nets, dividing each court into fours)



**Closure:**

Quick review! Bring students in to the center of the gym to sit together and discuss the class.

Review of today:







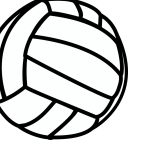









- We learned how just like in many sports, communication in volleyball is very important

body up and down using your legs (ready position). A sign of bumping correctly is that you are facing the ball head on and that it moves in the direction you are facing.


- Teach demonstrates ready position
- Emphasis on staying in ready position and staying low
- Emphasis on calling the ball
- Emphasis that students use encouraging words with each other and stay positive

<ul style="list-style-type: none"><li>- When we bend our knees and lift up while bumping the ball, it is less likely to fly into the ceiling</li><li>- We learned to make a triangle with our fingers when we set the ball and make a platform with our hand when we bump</li></ul> <p>For next class:</p> <ul style="list-style-type: none"><li>- Next class we will be moving on to the underhand serve so be prepared to learn about which way is most comfortable for your hand when striking the ball</li></ul>		
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Peer Assessment Tool for Volleyball Lesson 1 of 4

Visual	Skill	Circle if your partner can do this	Circle if your partner is so close	Circle if your partner is still working on it
	<p>My partner sets the ball when it is above their forehead</p>			
	<p>My partner makes a triangle shape with their fingers when they are setting the ball</p>			
	<p>When bumping the ball, it hits the hand position rather than slaps their hands</p>			
	<p>My partner moves their feet to face where they want the ball to go</p>			

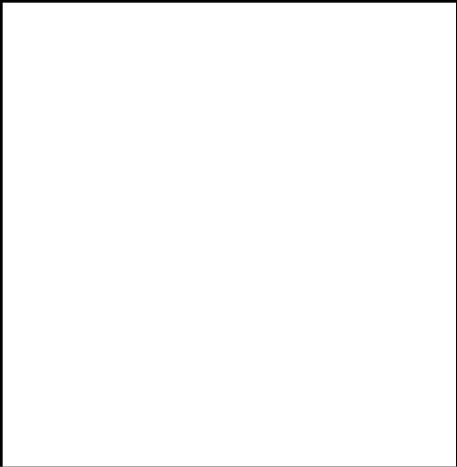


<p><b>Volleyball Lesson 2 of 4:</b> The Underhand Serve</p> <p><b>Grade:</b> 5</p> <p><b>Equipment:</b> 12 cones (for warm-up) Volleyball nets One volleyball per student (soft touch) Pool noodles cut in half (1 half per student)</p> <p><b>Level of Physical Activity:</b> Moderate</p>	<p><b>Learning Objectives TSWBAT:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Will be able to serve underhand using correct form.</li> <li>• Able to serve the ball over the net.</li> <li>• Can serve the ball over the net and aim it at their partner.</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• tell you how to properly execute the underhand serve.</li> <li>• Can demonstrate their swing and hand position while serving.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate sportsmanship skills by encouraging teammates and participating in the sport.</li> <li>• Able to listen to and follow the instructions that are given.</li> </ul>	
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<p><b>Activity Outline:</b></p> <ul style="list-style-type: none"> <li>• Warm Up: Head, Shoulders, Knees, and Cone</li> <li>• Skill Progression 1: Noodle Serving</li> <li>• Skill Progression 2: Wall Serving</li> <li>• Skill Progression 3: Partnered Serving</li> </ul>	<p><b>Time:</b></p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• This lesson is designed to help students gain the basic skills needed to perform an underhand serve. This lesson plan contains modifications that can be used for students that may struggle with social anxiety. It also contains variations for students that have more experience and skill with volleyball. Finally, it includes a Universal Design For Learning Culminating activity.</li> </ul>
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<p><b>Warm Up Activity:</b> <b>Head, Shoulders, Knees, and Cone:</b></p> <ul style="list-style-type: none"> <li>• Pair children up</li> <li>• Have each pair stand facing each other with a cone between them</li> <li>• Every pair should be in a line across the gym</li> <li>• Teacher stands at the end of line</li> <li>• Teacher yells “head” (kids put hands on head)</li> <li>• Teacher yells “shoulders” (kids put their hands on their shoulders)</li> <li>• Teacher yells “knees” (kids put their hands on their knees)</li> <li>• When teacher finally yells “cone” it is a competition to grab the cone off of the ground first</li> </ul>	<p><b>1:00</b> <b>5-8 min</b></p>	<p><b>Rules and Safety:</b></p> <ul style="list-style-type: none"> <li>• Listen to cues</li> <li>• Once the cone is in a set of hands, it is theirs</li> <li>• Call out head shoulders cues</li> <li>• High pressure/competitive situation</li> <li>• Watch for students slowing down when running lap (could be time to start skill builder)</li> <li>• Heads up! Eyes on your partner!</li> </ul>
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• The person that loses (doesn't grab the cone) has to run to the wall of the gym and back



**Activity/ Progression 1:**

**Underhand Serving a Pool Noodle:**

- Bring students together to watch the underhand serve demonstration
- Demonstrate with a pool noodle
- Bending down into the serve
- Swinging your arm back
- Holding pool noodle out in front of you with non-dominant hand
- Hit the noodle with your dominant hand's heel of hand,
- Follow through by stepping forward with your non dominant foot



- Students are sent off individually and spread about the gym
- Each student has their own pool noodle half
- The students are trying to just get the motion of the underhand swing down
- The students should be aiming for distance when serving the pool noodle rather than height
- Stop the activity when it looks like students are comfortable with the general underhand swing

**1:08**  
**5-7 mins**

- Students may have a different part of their hand that they want to serve with
- “Do whatever is comfortable for you!”

- Emphasis on swing motion
- Walk around and correct hand form on students as you see fit
- Key Point: Every student will be comfortable with different hand positions so you need to adapt to what works best for each student and go from there.

**Activity/Progression 2:**

**Underhand serving ball against wall:**

- Students are now given one volleyball each
- Each student can start as close to the wall as they feel comfortable
- Students are to underhand serve the ball against the wall and catch it when it rebounds (repeating this)
- When a student hits the wall three times they should move further and further away from the wall to challenge themselves



**1:14**  
**10 mins**

- 
- Walk around and correct hand form on students as you see fit

**Modification:**

- if students feel that they are ready to move ahead, but some are still working on the basics, show those students the footwork and walk into the serve

**Activity/Progression 3:**  
**Partnered Serving Under or Over the Net:**



- Students are paired off (their choice) and teacher stands at one end of net
- One partner stands on either side of the net
- All students should be standing on the same line on either side but be at least 10 ft apart from each other
- The goal is to serve the ball over the net but as long as the ball makes it to your partner, you score a point
- The retrieving partner should catch the ball in their hands
- Remind students that they must keep their heads up because volleyballs will be flying around
- When 10 minutes is up, announce the top 3 winning pairs
- Have the whole class clean up the equipment

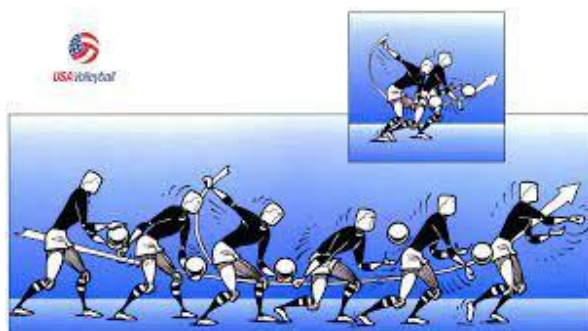
Bring in points system after they've practiced enough  
(your call)

0 points: the ball doesn't make it to your partner

1 point: the ball makes it to your partner, but goes under the net

2 points: the ball makes it to your partner over the net

3 points: the ball makes it into your partner's hands while they are stationary



**1:24**  
**10-15 mins**

- The teacher is keeping track of points
- Emphasize calling "Service (their partner's name) before hitting the ball across
- Watch for cheating (saying they scored when they actually didn't)

**Safety:**

- Make sure students are keeping distance from each other to avoid collisions
- Option: If there are students that feel they are not ready to play with a partner or over the net, they can either find a partner that feels the same way and just serve back and forth without the net between them. Or, they can practice their serves by themselves









**Modification:**

- If there are stronger servers that are winning by a lot, they should move further apart to create more challenge

**1:35**

<p><b>Closure:</b>  Quick review! Bring students in to the center of the gym to sit together and discuss the class.  Review of today:</p> <ul style="list-style-type: none"> <li>- We learned today how important it is to follow through with your underhand serve</li> <li>- We know that communication is so important in serving (right before we serve, we yell “service”)</li> <li>- It is essential that we find a comfortable hand position for striking the ball in the serve</li> <li>- If we want to gain distance in the hit, we need to bend down more</li> </ul> <p>For next class:</p> <ul style="list-style-type: none"> <li>- We will be moving into spiking and hitting the ball next class</li> <li>- We won’t necessarily be doing as much serving next class but it we still need to remember how to perform it so we are prepared for our last class</li> </ul>		
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**Peer Assessment Tool for Volleyball Lesson 2 of 4**

Visual	Skill	Circle if your partner can do this	Circle if your partner is so close	Circle if your partner is still working on it
	My partner staggers their feet and points their front toes toward the net as they are going to serve.			
	My partner holds the ball with their non-dominant hand and has found a comfortable way to form their hand/wrist to properly hit the ball.			

	<p>When my partner is hitting the ball, they hit it out of their non-dominant hand and their hitting hand hits the lower third part of the ball.</p>			
	<p>Right after hitting the ball, my partner brings their hand through the ball after hitting it and steps forward.</p>			

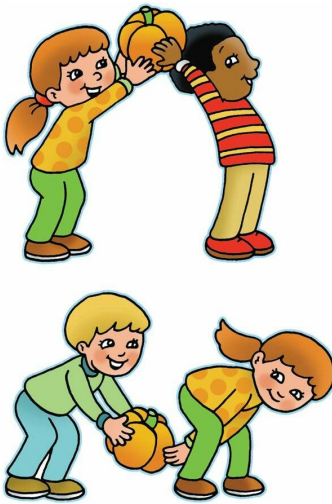
<p><b>Volleyball Lesson 3 of 4:</b> Hitting/spiking</p> <p><b>Grade:</b> 5</p> <p><b>Equipment:</b> Nets and a volleyball for each student</p> <p><b>Level of Physical Activity:</b> Moderate</p>	<p><b>Learning Objectives:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Able to spike a volleyball over the net with their dominant hand</li> <li>• Know the proper footwork</li> <li>• Know the proper arm swing</li> <li>• Understand the tips on accuracy</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate a volleyball spike on their own over the net</li> <li>• Can demonstrate a volleyball spike at their partner</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Communication</li> <li>• Listening skills</li> <li>• Able to follow instructions that are presented.</li> </ul>	
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<p><b>Activity Outline:</b></p> <ul style="list-style-type: none"> <li>• Set up two volleyball nets</li> <li>• Warmup Game: Snakes</li> <li>• Technique and learning how to properly spike a volleyball</li> <li>• Partner Game</li> <li>• Mini Volleyball Game</li> </ul>	<p><b>Time:</b> <b>1:05</b> <b>5mins</b></p>	<p><b>Teaching Points:</b></p> <p>This lesson plan is designed to teach students how to spike a volleyball. This lesson plan will contain modification as well as all the important techniques behind a volleyball hit. It will also demonstrate communication, teamwork ability, and listening skills.</p>
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<p><b>Warmup Game: Snakes</b></p> <ul style="list-style-type: none"> <li>• Split the students up into three different groups</li> <li>• With each group get them to each make a line starting at one end of the basketball court with the line being formed into the court.</li> <li>• Each line needs to be spaced out an arm length away.</li> <li>• The object of this game is to get your whole line to the other end of the basketball court and back the fastest.</li> <li>• Once all the students are lined up given them their first relay simulation.</li> <li>• Leapfrog - all the students who are after the first person get on their hands and knees in a ball position</li> <li>• Once the teacher says go the first student has to leap over their whole line and then crouch down indicating that the next person in the line can go.</li> <li>• When they get to the end of the basketball court they all turn around and come back.</li> </ul>  <p style="text-align: right; font-size: small;">DREW</p> <ul style="list-style-type: none"> <li>• Volleyball side to side - line up standing one behind the other</li> <li>• This time the first person in line has a volley and the give it to the person behind them twisting to their right</li> </ul>	<p><b>1:12</b> <b>5-7</b> <b>mins</b></p>	<ul style="list-style-type: none"> <li>• Make sure the teams are even, not all of the strong athletes in the class are on one team.</li> <li>• Cheer everyone on</li> <li>• Emphasize the fact even though this looks like a race we are doing it to get our bodies warm.</li> <li>• NO CHEATING... someone from each group must touch both basketball end lines</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Make sure students tuck their hands into their body when in the crouched leap frog position so they do not get stepped on.</li> <li>• Make sure to always have your eyes up when running so students do not run into each other.</li> </ul>
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- Next person would twist to their left... continuing the pattern
- Once you pass the volleyball to the person behind you, you run to the end of the line.
- Same thing... Once they get to one end of the basketball court they turn around and come back.
- Last one Volleyball over under
- The same thing but this time the volley ball has the pattern of going over the head and threw the legs.
- Teacher needs to be the one to inistate GO for each snake game.
- Teacher will know they are done when everyone is sitting down in their line.



**Technique on Learning How to Properly Spike a Volleyball**

- Get the class to form a circle in the center of the gym
- First the teacher demonstrates the movement of just the foot work
- For right handed people = Big step with right foot, then big step with left foot, and big jump forward with right foot quickly brining the left foot right with it to do a off beat two foot hop (the opposite for left handed people)
- Walk through this slowly 2-3 times then get students to try 2-3 times at a fast pace.

**1:19  
7mins**

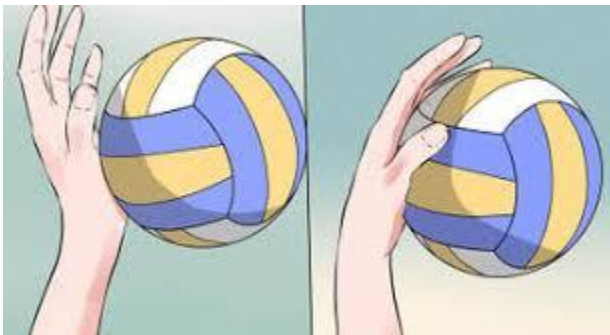
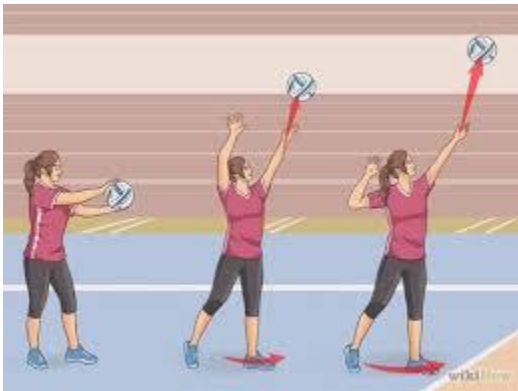
- Walk through it slowly
- Understand that some students are going to pick it up right away and others are not.
- Cheer everyone on and reassure this is a tough skill they are learning.

**Modification:**

- If a student is really not understanding the technique get them to walk it through with you; each step and break it all the way down.

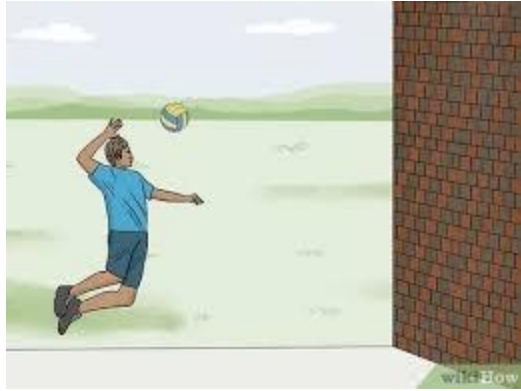


- Once the foot work is done the teacher will demonstrate the arm movement.
- First step both arms are behind you, second step arms are gradually beginning to thrust you up into the air, the last off foot two feet arms are in the formation of an arrow being pulled up towards the sky, lastly swinging your dominant hand all the way around like you are going to throw a ball but having an open palm and follow through.
- Walk through this movement 2-3 times
- Get the students then to try it at pace.



**Safety:**

- When jumping have bent knees
- Make sure nothing is under you
- everyone should be a GOOD arms length apart so no one can roll an ankle by landing on someone's foot.



### Partner Game

- Tell the students to split off into pairs
- Between each pair they need one volleyball
- Let them figure out who is going to be the tosser and who is going to be the hitter first.
- Spread out throughout the jump
- The tosser is going to throw the ball up roughly around 15ft (teacher demonstrates) while the hitter is going to do their foot/arm work and just catch the ball in midair with two hands.
- Each person does this five times.
- Next get them to try it over the net but this time actually spiking the ball down to the ground.
- Each person does this three times.



**1:26**  
**7mins**

- Get them to cheer their partners on
- Teacher circulate the gym and see if anyone needs help

#### Safety:

- All the students need to be lined up on one side of the volleyball next when practicing hitting.
- If a ball is rolling close to someone yell the person's name and ball. EX "JAZ BALL"

### Mini Game

- Depending on numbers split the students up into 4 different teams
- In this mini game of volleyball the ball is allowed to bounce on the ground before every pass if they wish.
- It is their first game of volleyball but still emphasizes the rule of only being allowed to have three touches per side.

**1:35**  
**9mins**

- Call for the ball
- Emphasize communication is a key factor in volleyball
- Cheer everyone on
- Let them play and see how it goes for it being the classes first volleyball game.



**Closure:**

Quick review! Bring students in to the center of the gym to sit together and discuss the class.

Review of today:

- Stance/position is really important
- Eyes/heads up so we are in line with the ball when its coming towards us
- Communication is still very important so we don't all run into each other trying to hit the same ball

For next class:

- We will be putting all of the skills that we have learned in this volleyball unit to use so be ready for a full team game

**Modifications:**

- If serves are not making it over the net get them to come closer
- If they are having a tough time getting it over the net in three touches allow them to use five touches per side.
- Lower the net


**Safety:**

- Eyes UP!!
- Call for the ball

Peer Assessment Tool for Volleyball Lesson 2 of 4

Visual	Skill	Circle if your partner can do this	Circle if your partner is so close	Circle if your partner is still working on it
	<p>My partner understands the footwork with no ball. Right foot step, left foot step, quick one two (right left) two foot hop.</p>			

	<p>My partner understands the proper arm swing movement with the footwork together. Still done with no ball. Right foot step = both arms back, Left foot step = arms thrusting forward, quick one two step (right left) = right arm comes around like throwing a baseball and follows through while left arm/hand is pointed up towards the sky.</p>			
	<p>My partner can combine all movements (foot work and arm motion) while catching the volleyball in the final position.</p>			
	<p>My partner can combine all the skills (foot work and arm motion) while attempting to hit the ball towards a wall.</p>			

<p><b>Volleyball Lesson 4 of 4:</b> Gameplay</p> <p><b>Grade:</b> 5</p> <p><b>Equipment:</b> Nets and a volleyball for each student</p> <p><b>Level of Physical Activity:</b> Moderate</p>	<p><b>Learning Objectives TSWBAT:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• get the sense of playing a volleyball game</li> <li>• culminate there together; bumping, setting, hitting, and underhand serving.</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• demonstrate playing a volleyball game with teammates</li> <li>• understand the proper positions in volleyball</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Communication</li> <li>• listening skills</li> <li>• willing to try</li> <li>• do their best</li> <li>• cheer everyone on</li> </ul>	
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<p><b>Activity Outline:</b> Activity Set Up: Set up one net and take out a bin of volleyballs (at least 15) Warm-up: Keep Up Culminating activity: Continuous Volleyball</p>	<p><b>Time:</b> 1:00</p>	<p><b>Teaching Points:</b> This lesson is designed to put all of the students' learning from the unit to use. They will participate in a quick 5 minute warmup to get their heart rates elevated. Then, they will move into the unit's culminating activity where they will pass, bump, set, serve, and spike.</p>
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<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Divide players into groups of six groups of five</li> <li>• Give each group one to two volleyballs</li> <li>• The goal is for students to use their setting and bumping skills to keep the ball up in the air for thirty seconds.</li> <li>• When a group's ball hits the ground, each teammate must run/move one lap of the gym then get back to the keep up circle</li> </ul>	<p>5-7 minutes</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>-Divide the teams up yourself</li> <li>-Remember to have your equipment nearby in case you need to throw a ball in to play</li> <li>-Congratulate positive teamwork</li> </ul> <p>Challenge Adaptation: Keep adding more volleyballs into the circles when you see the task is getting easier for some teams</p>
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<p><b>Volleyball:</b></p> <ul style="list-style-type: none"> <li>• Depending on the number of students split them up into two different teams.</li> <li>• Show them how to properly set up positionally</li> </ul>		<ul style="list-style-type: none"> <li>• TALK AND EYES UP</li> <li>• Let them play and have fun to get a feel for the game</li> <li>• Cheer everyone on</li> <li>• Help with organizing the court</li> </ul>
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- Since this is day two of playing volleyball just let them play again. No need to have a set setter or libero position.
- Tell them everytime their team loses the serve to rotate positions... allowing kids who were on the bench to get in.
- Focus on the skills they have learned in class... bumping, setting, hitting, and underhand serving.



**Modification:**

- If students are having a tough time getting it over the net then allow a bounce in between each pass if need be.
- If students are still struggling then change the rules to everything goes... one bounce three bounces in between anything goes to get it over the net.

## Systematic Task Analysis: Underhand Serve

1. Start standing with your feet shoulder width apart
2. Bend your body slightly forward
3. Hold the ball with your non-dominant hand out in front of you (straight out from just above waist)
4. Make eye contact with the ball while keeping an eye on where you want it to go
5. Straighten your dominant arm and swing it back slightly behind you
6. The heel of your palm guides the rest of your firm arm to swing at the ball
7. Hit the ball; making contact with the lower third of the ball
8. As you hit the ball, follow through by stepping forward with your non dominant foot





## Volleyball Mini Unit Skill Assessment

	Needs Work	Emerging	Developing	Proficient	Student Score /4
<p><b>Passing and Setting</b> Skills:</p> <ol style="list-style-type: none"> <li>1. Stands in ready position</li> <li>2. Contacts the ball with two straight arms while bumping</li> <li>3. Keeps eye-contact with ball while setting</li> <li>4. Makes diamond shape with hands that pushed ball up rather than slaps</li> </ol>	Student performs 1 of 4 skills	Student performs 2 or 4 skills	Student performs 3 of 4 skills	Student performs 4 of 4 skills	
<p><b>Underhand Serve</b> Skills:</p> <ol style="list-style-type: none"> <li>1. Stands in proper position with bent knees and leaning over the ball</li> <li>2. Holds the ball in line with their eyesight with their non dominant hand</li> <li>3. Swings to hit the ball with a straight arm and makes contact with lower third of the ball</li> <li>4. Follows through by swinging their arm through the hit and stepping through with opposite foot</li> </ol>	Student performs 1 of 4 skills	Student performs 2 or 4 skills	Student performs 3 of 4 skills	Student performs 4 of 4 skills	
<p><b>Spiking and Hitting</b></p>	Student performs 1 of 4 skills	Student performs 2 or 4 skills	Student performs 3 of 4 skills	Student performs 4 of 4 skills	

<p>Skills:</p> <ol style="list-style-type: none"><li>1. Footwork</li><li>2. Arm motion and footwork all together while catching the ball in the final portion from a toss by the partner.</li><li>3. Arm motion and footwork all together hitting against a wall from a toss by the partner.</li><li>4. Arm motion and footwork all together hitting over the net in game play and getting a toss by a partner.</li></ol>	4 skills	skills	skills	skills	
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## Universal Design For Learning (UDL) Inclusive Episodes

### Minimizing threat and distraction 7.3

This UDL episode is evident in our teaching by how we make sure to tell the whole class the plan for that day's gym class at least a day before so that all students know what to expect. How we only pick students to help demonstrate who volunteer and we know are capable of the action being demonstrated. Specifically for lesson 1 of 4, we allow extra space in the gym for students who prefer to work in quieter areas. These aforementioned points are used to reduce anxiety and auditory overload for the whole class, but specifically those with special needs. In general we model a positive mindset/positive attitude and encourage students to speak positively about themselves and their peers, which is evident in the peer-assessment sheets where students are asked to write two stars and wish for their partners. The aforementioned positive practice creates a welcoming classroom environment, allows for students to feel safe to ask questions and voice their needs or concerns.

### Universal Design for Learning Inclusive Episode: Sitting Volleyball Activity Plan

<p>Set Up: Lower nets to a level that is just above the heads of every child sitting on the ground (or on whatever else they are comfortable sitting on), bring out rest of equipment</p> <ul style="list-style-type: none"> <li>- Bring all of the students together to go over the rules</li> <li>- Explain that the game will be similar to standing volleyball but will have a twist</li> <li>- “This game is focussed on your own personal skill development and to have fun with a new way of playing”</li> <li>- There won't be any scorekeeping in this game, it is mostly about keeping the rally going and challenging yourself</li> <li>- Instead of using a volleyball, we will use a beach ball</li> <li>- Instead of only allowing one touch per person, you can touch up to three times</li> <li>- The court might be smaller than you remember</li> <li>- I might be throwing an extra ball in as well so watch out for that</li> </ul>	15 mins	<p>Equipment: Volleyball nets, 2 volleyballs, 3 beach balls, 2 rhino balls</p> <ul style="list-style-type: none"> <li>- Eye on the ball!</li> <li>- Hands up!</li> <li>- Fingers out!</li> <li>- Look through the window/diamond!</li> <li>- And hit up!</li> <li>- Hands together!</li> <li>- Arms straight!</li> <li>- Forearms facing the ceiling and bump!</li> </ul> <p>Modification: If holding the ball up is too difficult, students could roll the ball to a teammate</p> <p>Depending on abilities, size of gym, and equipment you could split students into smaller teams and put them on smaller courts</p>
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This activity is a **culminating activity** to play at the end of the unit once students have gone through all of the skills of volleyball. In this activity, one UDL guideline that I am hitting is: “vary[ing] the methods for response and navigation” (CAST, 2018)

## Citations

Cahill, J. [Justin Cahill]. (2018, January 9). *Progression 3- Underhand serving with a swim noodle over the net*. [Video]. Youtube. <https://www.youtube.com/watch?v=WSA32W02XgQ>

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Universal Design for Learning. (2019, January 12). *Minimizing Threats and Distractions*. Retrieved November 25, 2020, from <http://udlguidelines.cast.org/engagement/recruiting-interest/threats-distractions>

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