

Physical Education

Unit 17: Volleyball

Essential Understandings	▪ Volleyball requires the coordination of sport specific motor skills and working together as a team.
Essential Questions	▪ How does one set? ▪ How does one bump? ▪ How does one serve? ▪ How does one spike? ▪ How does one dig? ▪ How does one volley? ▪ How does one rotate? ▪ How does one score?
Essential Knowledge	▪ Basic Rules ○ 6 players/team. Based on class size, may have 8 – 10/team. ○ Serve – underhand or overhead from right side of court but inside the court for greater success. Ball may not touch net on serve. Only 1 chance to get ball over net on serve. ○ Points scored only when team has serve. Game goes to 15 points and must win by 2 points. ○ 3 hits/side allowed but never 2 consecutive hits by 1 person. ○ Rotation – 6 players – Front line moves to right, back line moves to left. Front right player drops back to become server. Back left player moves forward to front line. (Clockwise rotation). ○ Lines are good when ball lands on them. ○ Ball may not be played off ceiling; ball may be played out of net during a volley. ○ Players may not touch net or cross center line when playing a ball (net or foot violations). ○ Depending on skill level of players, may institute modified Newcomb game. Players must use bump or set, but may play ball off of 1 bounce in order to keep game flowing and achieve more success. ▪ Safety ○ Do not kick or punch the ball. Do not throw ball over the net when switching serve team. Do not jump into the net.
Vocabulary	▪ <u>Terms:</u> ○ Serve, bump, set, spike, dig, volley, rotation, violation, foul
Essential Skills	▪ Demonstrate proper bump. ▪ Demonstrate proper set. ▪ Demonstrate proper serve, either underhand or overhead. ▪ Demonstrate proper spike. ▪ Demonstrate proper dig.

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	▪ Demonstrate proper volleys. ▪ Demonstrate correction rotation procedures. ▪ Demonstrate knowledge of rules. ▪ Demonstrate proper scoring.
Related Maine Learning Results	<u>Health and Physical Education</u> G. Movement/Motor Skills and Knowledge G1. Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force during skill practice. a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. d. Demonstrate lifts and actions that decrease risk for injury. G2. Movement Skills Students demonstrate motor skills and manipulative skills During drills or modified games/physical activities. a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities. b. Combine manipulative skills with motor skills during drills or modified games/physical activities. G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement. I. Personal and Social Skills and Knowledge I1. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities. a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities. I2. Responsible Behavior Students demonstrate responsible personal behaviors while participating in physical activities. I3. Safety Rules and Rules of Play a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated with specific games/physical activities.

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Sample Lessons And Activities	▪ Using beach balls and trainer volleyballs, students will do drills in circles on ½ courts. ▪ Students will do skill drills between 2 groups with net separating groups. ▪ Play a game using a beach ball, a trainer volleyball, and a regulation volleyball during the unit. ▪ Based on class size, introduce quadrant volleyball.
Sample Classroom Assessment Methods	▪ Students will demonstrate during game situations, proper techniques for the bump, set, serve, spike, dig, and volleying.
Sample Resources	▪ <u>Publications:</u> ○ <u>Complete Physical Education Plans for Grade 7 – 12</u> – Isobel Kleinman ○ <u>PE Games and Activities Kit for Grades 6 – 12</u> – Ken Klumsden ○ <u>Student-Centered PE</u> – Timothy K. Smith/Nicholas G. Cestaro ○ <u>PE for Children</u> – Amelia M. Lee, Katherine T. Thomas, Jerry R. Thomas

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