



Volleyball

Lesson - 3

Level

1

Lesson Objectives

Time

Page

Equipment & Materials

Personal Conditioning

Lesson 68 15 min.

Prepare Students 1 min..... 18

Explain/Demonstrate/Practice



Knowledge..... 5 min..... 18

- B. Vocabulary
5, 7, 11
- C. Facilities and Equipment
1
- E. Etiquette
3
- F. Game Play
2a(4)(b)
- H. Safety and Injury Prevention
3-4
- J. Partner Observation and Feedback
1, 2a-c, 3a-b
- K. Fitness Components'
2a



Assessment 8 min. 20

- A. Underhand Serve
2, Partner Assessment of Form



Skill 10 min. 20

- C. Forearm Pass
1, 2, 6a2

Review and Preview 1 min. 22

Total Time **40 min.**

- ✓ Personal Conditioning
Lesson 68
- ✓ Volleyball Teaching/
Learning Content
- ✓ Underhand Serve
Assessments—one per
student
- ✓ Forearm Pass Graphics
- ✓ Volleyball Drills
- ✓ Volleyballs—one per
student
- ✓ Floor-to-ceiling curtain
or net
- ✓ Volleyball nets—two
- ✓ Pencils—one per three
students
- ✓ Clipboards (optional)

Drills

Forearm Pass

- ✓ Kneeling Pass

Skill Assessments

Underhand Serve

- ✓ Form Assessment
Instrument
- ✓ Form Assessment
Activity

¹These exercises are described and illustrated in the EPEC Personal Conditioning Unit. They are equally applicable at all skill levels.

Personal Conditioning

15 min.

Lesson 68

Prepare Students

1 min.

Gather students.

Ask students how many of them can serve underhand so the ball goes over the net and lands in bounds most of the time.

Tell students:

- It is essential to know what they are doing correctly when they serve, and how to change what they are doing incorrectly.
- They learn how to improve their serve by giving and receiving feedback to and from another student.

Tell students the lesson objectives. They will:

- Learn more about volleyball etiquette, safety, giving feedback and exercises they can do to improve their volleyball performance.
- Assess their underhand serve with a partner and give each other feedback.
- Begin to learn the forearm pass.



Knowledge

5 min.

Explain/Demonstrate

Practice

Review information presented in the previous class (i.e., types of ball contact, volleyball facilities, location of serving line and the importance of feedback).

Explain and demonstrate new information on etiquette, safety and providing feedback to a partner.

Etiquette

3. Roll the ball under the net to the serving team.

Safety and Injury Prevention

3. Call out “ball” if a ball may roll under a player’s feet.
4. Do not step or jump when someone calls “ball.”

Partner Observation and Feedback

3. Practicing with a partner requires training and practice in providing and receiving feedback.
 - a. To provide feedback the student must know and be able to communicate what the skill or performance looks like when done well (i.e., the skill or performance criteria).
 - (1) Students learn skill and performance criteria:
 - (a) through the explanation, demonstration and practice of skills, rules, etiquette, etc.
 - (b) through visual aids.
 - (2) Skill or performance criteria are written as short, descriptive statements.

Continued...

- b. To provide effective feedback the student must know and use the correct type of feedback.
- (1) Positive feedback is provided as a reinforcement when a skill or portion of a skill is performed correctly. For example, saying “You did a good job of keeping your eyes on the ball” after a correct set, reinforces this portion of the skill.
 - (2) Corrective feedback is provided to improve a skill or portion of a skill that is performed incorrectly. In this type of feedback the incorrect action is not emphasized; rather, how to correctly perform the action on the next trial is emphasized. For example, saying “Next time, remember to keep your hands above your forehead” tells the performer what to do to improve.
 - (3) Sometimes corrective feedback includes telling and showing the student what was performed incorrectly so he or she understands how to change the performance. For example, saying (and showing) “Your hands are in front of your face—next time lift them above your forehead” after an incorrect set identifies the incorrect action and tells how to correct it.

Tell students:

- They will continue to learn about giving feedback this week.
- They should notice if it is difficult to give another person feedback, and why.

Remind students:

- Their physical fitness levels affect how well they perform volleyball skills and how much they enjoy the game.
- Arm and shoulder flexibility contribute to successful serving and passing.
- There are exercises they can use to increase arm and shoulder flexibility.
- They have been learning these exercises as part of personal conditioning.

Review and demonstrate exercises for arm and shoulder flexibility.

Fitness Components Influencing Participation

2. Flexibility

- a. Arm and shoulder flexibility contribute to successful passing, serving, setting and spiking. Stretches to increase arm and shoulder flexibility include:
- (1) Finger touch
 - (2) Arm across the chest stretch
 - (3) Shoulder squeeze
 - (4) Upper pectoral stretch
 - (5) Vertical flexor stretch
 - (6) Vertical extensor stretch



Assessment

8 min.

Underhand Serve

Explain/Demonstrate

Assess

Tell students they will be observing each other demonstrate correct underhand serve form and giving each other feedback.

Explain and demonstrate the underhand serve “Form” assessment instrument and activity.

Assessments

The Underhand Serve “Form” Assessment is in Underhand Serve section of Appendix A.

Begin the assessment.

Circulate among students, clarifying the procedure and answering questions.

Gather students.

Thank students for staying on task and giving their best effort to this new experience.



Skill

10 min.

Forearm Pass

Explain/Demonstrate

Practice

Describe the forearm pass.

Forearm Pass

1. Description

A forearm pass is a method of redirecting the ball using both forearms. The forearm pass is used to receive a serve, a spike or a free ball and is important to a team’s success because all offensive maneuvers depend on the accuracy of the pass.

Explain and demonstrate forearm pass mature form, using language the students can understand, graphics and cue words.

Forearm Pass

2. Mature Form Preparation

- a. Focus the eyes on the ball throughout its flight.
- b. Move to get behind the ball so the ball is received down the midline of the body.
- c. Position the feet slightly wider than shoulder width apart, with the right foot slightly forward, both feet pointed straight ahead and the weight on the balls of the feet.
- d. Flex the hips, knees and ankles and push the hips back (head forward of shoulders, shoulders forward of knees, and knees forward of feet).

Continued...

- Right Foot Forward*
- Knees Bent*
- Hips Back*
- Weight Forward*
- Eyes on Ball*
- Heels of Hands Together*
- Thumbs Parallel and Down*
- Elbows Straight*
- Under Ball*
- Contact with Forearms*
- Platform Steady*

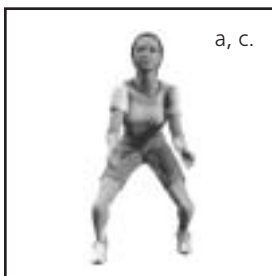
- e. Extend the elbows and position the arms parallel to the thighs with the hands as far forward as possible.
- f. Make a fist with one hand and wrap the fingers of the other hand around the fist or place both hands palm up with one hand in the other. Press the heels of the hands together so that the thumbs are alongside each other. Point the thumbs and hands downward and straighten the arms.

Action

- g. Receive the ball with the shoulders raised (shrugged) so shoulders are rounded, chin tucked, arms straight and reaching forward, and heels of the hands together.
- h. Contact the ball on the forearms midway between the elbows and wrists.
- i. Extend the hips, knees and ankles, and use the arms as a platform to redirect the ball. If necessary, swing the arms very slightly.
- j. Angle the platform of the arms toward the target as the ball is contacted at hip level.

Completion

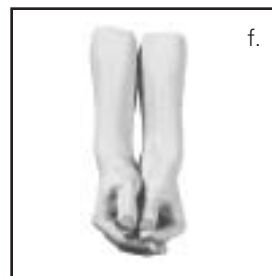
- k. Follow through with the arms no higher than parallel to the floor, shoulders shrugged, and the shoulders, hips and front foot pointed toward the target.



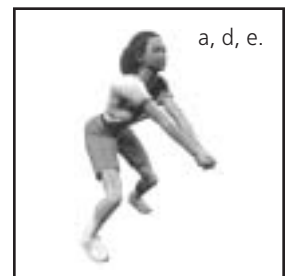
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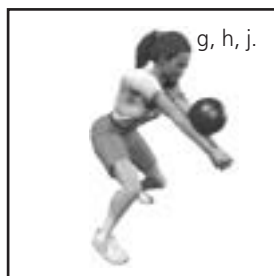
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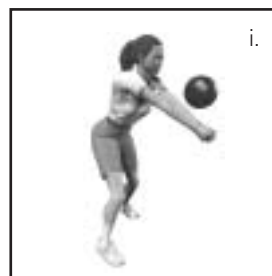
Platform 2



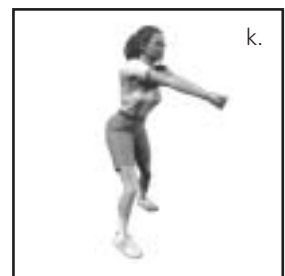
Ready 2



Receive



Pass



Follow Through

Teaching Tip: Tell students that they will practice stationary passing first. Emphasize that the platform is formed after moving to be in line with the ball. For now, however, the ball is being tossed directly to them and they can take the platform position immediately.

Demonstrate the forearm pass several times by asking a competent student to toss the ball directly to you.

Explain and demonstrate the Kneeling Pass drill:

Teaching Tip: *The Kneeling Pass drill requires accurate tossing since the person practicing the forearm pass cannot move. You may want to practice the underhand toss first, working on accuracy and distance.*

To practice the underhand toss have students form two person teams and face each other, eight feet apart. Each time the tossed ball is caught by the partner without moving, their team earns a point.

Drills

Description of “Kneeling Pass” is in Forearm Pass section of Appendix B.

Tell students:

- The person who tosses the ball to them will be their target for now.
- They will try to pass (redirect) the ball back to the tosser.
- They should not swing their arms

Teaching Tip: *The Kneeling Pass drill is used to help students learn the correct platform position. Tell students that the forearm pass always requires getting under the ball and that when performing it from a standing position their hips, knees and ankles will be flexed, resulting in their platform coming close to the floor—as in this drill.*

Begin Kneeling Pass drill.

Provide feedback on keeping the arms relatively motionless and straight, forearms as close together as possible, heels of the hands pressing together and thumbs alongside each other and pointed down.

Gather students:

*Heels of Hands Together
Thumbs Parallel and Down
Elbows Straight
Under Ball
Contact with Forearms
Platform Steady*

Review and Preview

1 min.

Tell students:

- They did a good job with the first partner assessment.
- You will assess their underhand serve form the class after next.
- They will have time tomorrow to practice using the feedback they received today.