



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*

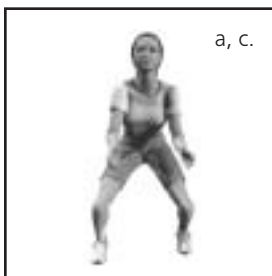
- e. Extend the elbows and position the arms parallel to the thighs with the hands as far forward as possible.
- f. Make a fist with one hand and wrap the fingers of the other hand around the fist or place both hands palm up with one hand in the other. Press the heels of the hands together so that the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



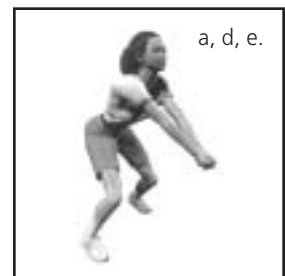
Ready 1



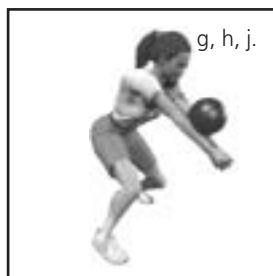
Platform 1



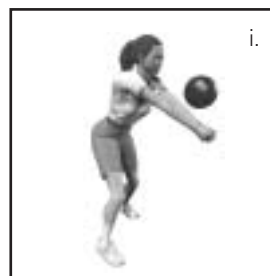
Platform 2



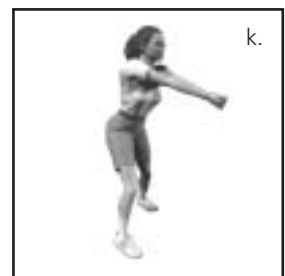
Ready 2



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:

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.

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

Review and Preview

1 min.

Overhand Serve

Volleyball

1



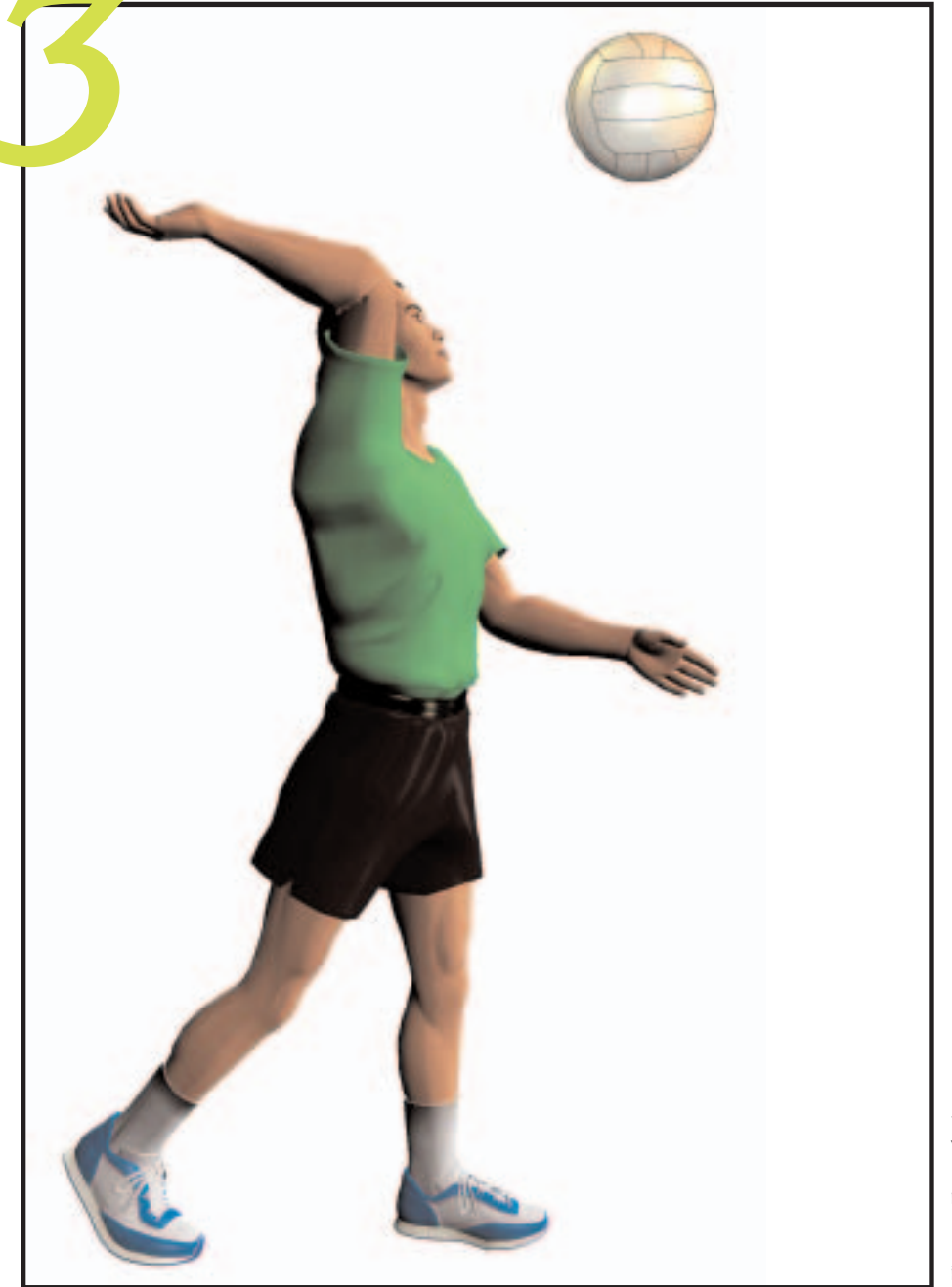
Ready

2



**Toss
Elbow back**

3



Step



Volleyball Form Assessment: Level 1



Underhand Serve

Date _____ Hour _____

Student _____

Observe the underhand serve a total of 12 times. Watch each part of the underhand serve three times. Each part has a picture and a description.

Look at each picture and read the description. Observe to see if this part is performed correctly. If correct the first time, check (✓) box 1 above the picture; if correct the second time, check (✓) box 2; if correct the third time, check (✓) box 3. Place a dot (•) in the box if performed incorrectly. All three boxes will be checked only if that part of the underhand serve was correctly performed all three times.

Repeat this procedure for each picture. Start with 'Ready' and after you observe it three times, follow the arrow to the next picture.

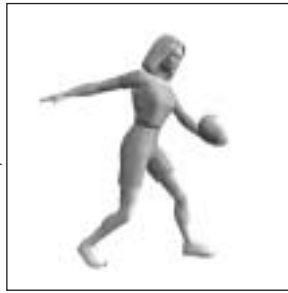
1 2 3



Ready

- Shoulders and hips face net
- Ball waist high, striking side
- Eyes on ball

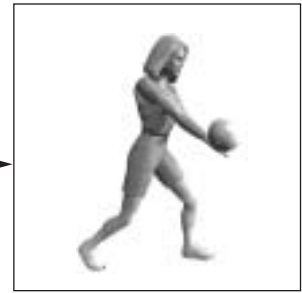
1 2 3



Step

- Striking arm straight back
- Striking hand open
- Opposite foot steps toward net

1 2 3



Swing

- Striking arm straight forward
- Heel of hand contacts ball
- Weight forward

1 2 3



Follow Through

- Back toe drags
- Striking hand toward net

How many pictures have 2 or 3 boxes checked (✓)? _____

Observer _____



Volleyball Form Assessment Activity: Level 1



Underhand Serve

Underhand Serve Into Net

Partner Assessment

Objective:

Receive feedback on underhand serve form

Equipment:

One volleyball per student

One assessment form per student

Floor-to-ceiling curtains (or volleyball nets)

One pencil per three students

Clipboards (optional)

Preparation:

Copy assessment forms.

Organize assessment materials.

Teacher Assessment

Objective:

Assess underhand serve form

Equipment:

Fifteen to 20 volleyballs

Floor-to-ceiling curtain (or volleyball net)

One assessment form per student

Pencil

Clipboard

Equipment for other practice stations

Preparation:

Write student names on assessment forms.

Set up other practice stations.

Partner Procedure

- Explain the purpose of the assessment (i.e., give and receive feedback on underhand serve form).
- Emphasize the importance of providing effective feedback.
- Explain and demonstrate the assessment procedure.
 - Students will work in groups of three; one student is the server, one student retrieves balls and one student observes.
 - Server stands 10–15 feet from the curtain (or six or fewer feet from the volleyball net).
 - Observer stands to the side of the server, with the performer's assessment form.
 - Server serves the ball into the curtain (or net) 12 times, using correct underhand serve form for each execution.
 - Observer carefully observes all attempts.
 - Observer watches the first three attempts for correct executions of the "Ready" phase of the underhand serve and places a check in the box numbered 1, 2 or 3 every time a correct execution is observed and a dot "•" if the execution is not correct.
 - Observer repeats this process for the "Step," "Swing" and "Follow Through" phases, watching the performer three times for each phase.
 - Observer writes his/her name at the bottom of the recording form after the performer completes the 12 serves.
 - Students rotate positions and repeat the procedure until all students are assessed.
- Divide students into groups of three.
- Distribute three volleyballs, assessments, pencils and clipboards to each group.
- Tell students to each put the date, hour and his/her name at the top of the assessment.
- Position groups so that there is seven to 10 feet between them.

Teacher Procedure

- Explain the purpose of the assessment (i.e., demonstration of underhand serve form).
- Review elements of form you will assess students on.
- Organize students into squads of six to eight students.
- Identify a series of volleyball skill practice stations that squads will rotate through. The underhand serve will be one of those activities.
- When students rotate to the underhand serve station, have two or three students simultaneously perform the activity described above.
- Designate two students to retrieve balls.
- Record the results of your observations on the assessment form.
- When all students in the squad have been assessed, rotate the next squad to the station. Continue the rotations until all students have been assessed.

Teaching Tip: Do not have more students demonstrating the underhand serve simultaneously than you are able to accurately assess.



K-12 Content by NASPE Standards

EPEC K-12 program objectives and benchmarks are consistent with the standards for physical education published by the National Association for Sports and Physical Education (NASPE) in 1995. EPEC K-5, EPEC 6-12 and the EPEC High School Gateway Course each contain content to achieve the seven NASPE content standards for physical education (see Table 1).

The EPEC K-5 program is based on a physical education program that meets two 30-minute class periods per week. The EPEC 6-12 program is based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering). The EPEC High School Gateway Course is a year-long course based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering).

	EPEC K-5	EPEC 6-12	EPEC Gateway Course
NASPE Content Standard 1 Demonstrates competency in many movement forms and proficiency in a few movement forms.	✓	✓	✓
NASPE Content Standard 2 Applies movement concepts and principles to the learning and development of motor skills.	✓	✓	
NASPE Content Standard 3 Exhibits a physically active lifestyle.	✓	✓	✓
NASPE Content Standard 4 Achieves and maintains a health-enhancing level of physical fitness.	✓	✓	✓
NASPE Content Standard 5 Demonstrates responsible personal and social behavior in physical activity settings.	✓	✓	✓
NASPE Content Standard 6 Demonstrates understanding and respect for differences among people in physical activity settings.	✓	✓	✓
NASPE Content Standard 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.	✓	✓	✓

Table 1. EPEC K-12 Content and NASPE Standards.

EPEC Volleyball Module by NASPE Standards

The EPEC Volleyball Module meets all NASPE Standards through a variety of knowledge and skill objectives, instructional procedures and assessments (see Table 2).

The Volleyball Module is based on a physical education program that meets 15 40-minute class periods per instructional level, over the course of three levels, for a total of 45 40-minute classes. Each 40-minute class period includes 15 minutes of personal conditioning content and excludes time required for dressing and showering.

EPEC Volleyball Module	NASPE Standards						
	1	2	3	4	5	6	7
Person Conditioning Component		✓	✓	✓	✓		
Teaching/Learning Content							
Volleyball Vocabulary		✓					
Volleyball Equipment & Facilities			✓				
Volleyball Rules	✓				✓		
Volleyball Etiquette					✓		
Volleyball Game Play	✓				✓		
Sportsmanship					✓	✓	
Volleyball Safety & Injury Prevention		✓			✓		
Using Biomechanical Information	✓	✓					
Partner Observation & Feedback	✓	✓			✓	✓	✓
Fitness Components in Volleyball	✓		✓				
Block	✓	✓					
Forearm Pass	✓	✓					
Jumping Spike	✓	✓					
Overhand Serve	✓	✓					
Set/Overhead Pass	✓	✓					
Standing Spike	✓	✓					
Underhand Serve	✓	✓					
Assessment Content							
Teacher Assessments of Skills	✓	✓					
Partner Assessments of Skills	✓	✓			✓	✓	✓
Knowledge Assessment							✓
Attitude Survey	✓						✓
Handouts	✓						
Drills	✓	✓			✓		✓
Graphics	✓	✓					

Table 2. EPEC Volleyball Module and NASPE Standards