

SPIKEBALL CURRICULUM GUIDE



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What You “Now” Have:

- A lot of Spikeball sets...Oh Yeah!
- A comprehensive 2 week unit written by 2 Physical Education teachers...one a Spikeball Champion the other a California Teacher of the Year!
- 10 lessons that are easy to understand and fun to implement.
- Video links that help teach you or your students!
- Formative and summative assessments...the golden keys to keep your students on task and your administration happy.
- Graduated differentiated drill progression sheets...what in the world? You'll see and you'll love it!
- Learning objectives for each lesson and evidence of learning for each objective.
- Helpful teacher suggestion circles in each lesson.
- Teacher reflection are at the end of each lesson.
- An Extra credit section on each lesson to help support the Common Core push in education.
- A “Tournament Champion Certificate” for the end of the unit.

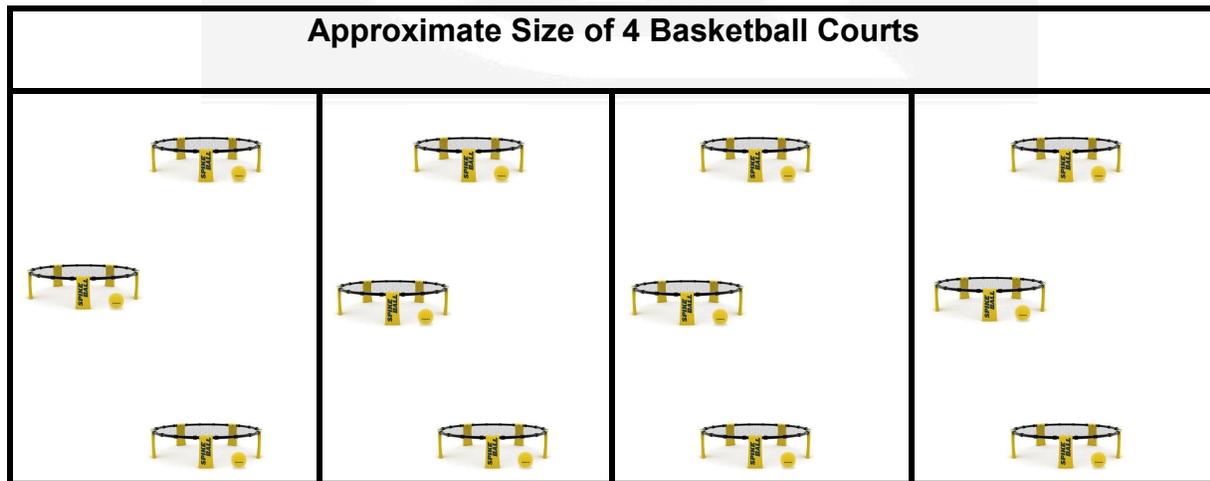
What You “Will” Have:

- Students enjoying your class and craving more.
- Moderate to Vigorous Physical Activity (MVPA) for all students.
- 3 summative grade entries that represent student learning and achievement.
- Priceless entertainment and competition for years to come.
- Students asking you where they can buy a set for themselves. Your answer: “<http://www.spikeball.com/>”.

The Unit Overview:

Day #1	Day #2	Day #3	Day #4	Day #5
Experience SpikeBall!	Teach Passing The Ball	Teach Spiking The Ball	Teach Defensive Strategies	Teach Offensive Strategies
Day #6	Day #7	Day #8	Day #9	Day #10
Teach Team Play Communication	Test Day-Passing And Spiking Assessment	Team Ranking Day.	Tournament And Teacher Assessment	Tournament And Teacher Assessment

Typical Spikeball Layout:



What You Will Need:

- Internet access and video players.
 - Possible solutions
 - Let some students bring out their smart phones to class and group students up to watch the lesson videos.
 - Assign videos for homework.
 - Reserve a computer lab.
 - Hook up a smart phone/tablet to a projector or tv.
 - You've got a brain...you can figure out something that will work for you.
- Print out of the daily lesson plan.
- Print out a Graduated Level Drill sheet per Spikeball set on lessons that use them.
 - In windy conditions. Post them with tape or use a clipboard and place under each Spikeball set.
- Print out 4 copies per class of the Spikeball Champions Certificate at the end of the tournament.
- Let's not forget the Spikeball sets.

EXPERIENCE SPIKEBALL! – LESSON #1

DAILY OBJECTIVES & EVIDENCE

- Begin to learn basic game play rules and terms.
 - Class Video, Teacher Observation, and Closure Q & A.
- Analyze what skills are needed to be successful in Spikeball.
 - Closure Q & A

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students

GO TIME

1. Show Video and Recap

- Game play objectives “Spike the ball off the net in a manner that your opponent can’t play it back off the net within 3 hits”.
- Game play rules
- Game play scoring (traditional is 21, but this class will be for time or a set mark by your teacher.”
- Pre-game conduct – “Shake hands and agree on rules”
- Post-game conduct – “High five or shake hands”

2. Warm-up—Spikeball Tag!

- Object is to: “not have a Spikeball at the end of the round.”
- Play within a Grid. Approx.. size- 2 basketball courts
- 8 student taggers holding a Spikeball.
- The person who gets tagged gets the ball and becomes a new tagger.
- No throwing, no tag backs, and only tags on the arms and back count.
- Rounds last 1-2 minutes.

EXPERIENCE SPIKEBALL! – LESSON #1

GO TIME... CONTINUED

3. Activity – Spikeball Round Robin Games

- Have students get into groups of 4
- Have them play a 4 person round robin tournament at their net. Games are timed- 3 games total.
- Round Robin Tournament Format:
- Have students number each other off at their nets 1-4
 - Game 1 will be: Players 1 and 2 v. 3 and 4
 - Game 2 will be: Players 1 and 3 v. 2 and 4
 - Game 3 will be: Players 1 and 4 v. 2 and 3

Help students by reinforcing game rules and conduct.

4. Closure

- What are 3 rules of Spikeball?
- Can we identify some of the different types of hits that you might use in the game?
- What types of skills do you need in order to play Spikeball at a high level?
- What was fun about the game?
- What was challenging about the game?

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

EXTRA CREDIT

- Have students write down their responses in closure.—(Common Core)
- Ask students to find and watch a Spikeball game video on the internet. Challenge them to find 3 key elements that helped the winning team win.

PASSING THE BALL! – LESSON #2

DAILY OBJECTIVES & EVIDENCE

- Identify basic passing shots & the importance of skill proficiency.
 - Class Video and Closure Q & A
- Know the critical elements of passing a ball above & below the chest.
 - Class Video, Teacher Observation, and Closure Q & A.
- Improve ball control
 - Student progression of drills & Teacher Observation.
- Work cooperatively with other students to complete a task.
 - Student Progression of drills & Teacher Observation.

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students
- Copies of Drill Sheet

GO TIME

1. Show Video and Recap

- 2 types of passes “**above chest**” and “**below chest**”
- Placement objective...close to the net
- Contact point is the **palm** of your hand.
- Critical elements of both
 - Below chest pass -(Athletic Stance, Palms Up, Eyes on Ball)
 - Above chest pass -(Athletic Stance, Palms Out Near Shoulders, Eye on Ball)

2. Warm-up—Spikeball Knee Tag!

- 1 v 1 game- The object is to tag your opponent’s knee cap with one of your hands for a point while staying in an approximate 5 foot radius of one another.
- Start in an athletic stance facing your opponent.
- Games are played to 5 points...then you immediately find a new opponent..
- Play until the teacher stops the activity. (2 - 4 Minutes)

PASSING THE BALL! – LESSON #2

GO TIME... CONTINUED

- After Spikeball Knee Tag explain:
 - Everyone was able to get into an athletic stance while playing that game...An athletic stance is when your knees are slightly bent, your heels never touch the ground, and you are focused on your opponent. This stance helps us to be successful in most sports when we need to anticipate.

Help students by reinforcing critical elements of both passes

3. Activity – Spikeball Drill Progression Sheets

- The objective in the drill progression sheet is to graduate to the highest level you can while using the critical elements explained in the video.
- On each sheet there is a goal to achieve...Graduate when you achieve the goal.
 - There is a Varsity goal for competitive students.
 - There is a JV goal for non competitive students.

4. Closure

- Ask students to pair share what the 3 critical elements of an:
 - Above chest hit?
 - Below chest hit?
- Why did we learn the below and above chest hits first?
- Why is an athletic stance important when playing SpikeBall?

EXTRA CREDIT

- For homework—have students practice keeping a tennis ball in the air using the passes they learned in class. Tell them to record 10 attempts and see how many times they can keep the ball up before it hits the ground. Have students total their score . (Common Core)

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

PASSING THE BALL DRILLS!

Varsity Goal
20 in a Row

GRADUATE WHEN YOU
ACHIEVE YOUR LEVEL
GOAL!

JV Goal
10 in a Row

Working as an individual...but taking turns with a partner!

- Level 1** → Using only below chest pass hit ...keep the ball up in the air.
- Level 2** → Using only above the chest pass hits ...keep the ball up in the air.
- Level 3** → Use a combination of above and below chest pass hits...keep the ball in the air.
- Level 4** → Using only below chest pass hits... alternate left and right hand hit sequence.
- Level 5** → Using only below chest pass hits... alternate left and right hand hit sequence while jogging around.

Working with a partner while saying “mine” or “I go” before you hit every ball!

- Level 6** → Using either pass hit...pass the ball back and forth in the air to each other.
- Level 7** → Using either pass hit...pass the ball to yourself before passing it back to your partner.
- Level 8** → One person hits an above chest pass while the other person hits below shoulder passes.
- Level 9** → Same as level 8 but switch roles.
- Level 10** → Using either pass hit...pass the ball back and forth over the net.

Working with another team!

- Level 11** → Using the Spikeball net...play a cooperative game where the objective is to keep the rally going while using the Spikeball rules. When the ball changes possession, it should be an easy spike so that your opponent can get it. When the ball changes possession... that is scored as “1” when your opponents hit the ball off the net, it changes position and that is “2” ...as a group try to achieve either the Varsity or JV goal mark.

SPIKING THE BALL! – LESSON #3

DAILY OBJECTIVES & EVIDENCE

- Identify spikes at different angles and understand how the height of attack influences trajectory.
 - Class Video and Closure Q & A
- Know the critical elements of spiking a ball.
 - Class Video, Teacher Observation during drills, and Closure Q & A.
- Improve basic ball control (Spiking and passing) .
 - Teacher Observation and Student Progression of drills.
- Work cooperatively with other students to accomplish tasks.
 - Teacher Observation and Student Progression of drills.

Identify State and/or National Standards that meet these objectives

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students
- Copies of Drill Sheet

GO TIME

1. Show Video and Recap

- 2 types of spikes “**novice**” and “**advanced**”
- Novice is head height like volleyball, Advanced is waist height .
- Placement objective...difficult for the opponent to get.
- Contact point is the **palm** of your hand and away from your body.
- Critical elements of both spikes:
 - (Power stance, Eyes on Ball, Core Rotation, Palm Strike, Follow Through)

2. Warm-up—Spikeball Fencing Knee Tag!

- 1 v 1 game- The object is to tag your opponents front knee with your non dominate hand for a point while only moving forward and back...just like fencing.
- Start in an power stance facing your opponent.
- Games are played to 5 points...then you immediately find a new opponent..
- Play until the teacher stops the activity. (2 - 4 Minutes)

SPIKING THE BALL! – LESSON #3

GO TIME... CONTINUED

- After Spikeball Fencing Knee Tag explain:
 - Everyone was able to get into a power stance while playing that game...A power stance is a stance you see all over sports. Batters, golfers, volleyball players and so many other athletes use this stance **to generate a lot of power** in a short amount of time. The power stance consists of a sideways stance where your feet are shoulder width apart and you recruit your core muscles by rotating your hips to hit or throw an object out in front of your lead foot.

Help students by giving specific feedback

3. Activity – Spikeball “Spiking” Drill Progression Sheet

- The objective in the drill progression sheet is to graduate to the highest level you can while using the critical elements explained in the video.
- On each sheet there is a goal to achieve...Graduate when you achieve the goal.
 - There is a Varsity goal for competitive students.
 - There is a JV goal for non competitive students.

4. Closure

- Ask students to pair share what the 4 critical elements of a spike are.
- Why is a lower contact point beneficial when spiking near the net ?
- Ask students to mold each other into the perfect power stance.
- Ask students to rate their overall spike ability
 - Thumb up = Awesome!
 - Thumb down = I need help!
 - Thumb in the middle = Decent!

EXTRA CREDIT

- Have students create an instructional video, teaching someone about one of the following:
 - The rules of Spikeball
 - How to pass in Spikeball
 - How to spike in Spikeball
(Common Core)

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

SPIKING THE BALL DRILLS!

Varsity Goal
20 Successes

GRADUATE WHEN YOU
ACHIEVE YOUR LEVEL
GOAL!

JV Goal
10 Successes

Working with a partner less than 10 feet away!

- Level 1** → Standing in an athletic position (front facing) ...pivot or crow hop into a power stance (sideways facing). **Success = proper position!**
- Level 2** → From a power stance, spike the ball to your partner so that the ball hits the ground 2/3 of the way there. Self-toss so that you lift and hit the ball at the height of your front shoulder. **Success = good contact and ball direction!**
- Level 3** → Same as level 2 except...now let yourself toss drop and contact ball near waist height. **Success = good contact and ball direction!**
- Level 4** → Place a Spikeball net 3 feet between you and partner...self-toss then spike the ball on the net. Switch roles after each attempt. **Success = good contact and must hit net!**
- Level 5** → Increase the distance of level 4 by 2 feet. **Success = good contact and must hit net!**

Taking turns with your partner while another team fields!

Levels 6-9 - Success = good contact and must hit net!

- Level 6** → Toss, pass, pass, spike! Partner 1 tosses an **easy to get ball** to partner 2 who passes back to partner 1. Partner 1 then passes the ball near the net so that partner 2 can spike it. Switch roles after each spike. After 2 team attempts let the fielding team have 2 attempts.
- Level 7** → Same as level 6 but make starting toss **slightly left then slightly right** of partner.
- Level 8** → Same as level 6 but make starting toss **slightly short then slightly deep** of partner.
- Level 9** → Same as level 6 but make starting toss **random!** (short, deep, left, right, easy)

Working with another team!

- Level 10** → Play normal Spikeball!

DEFENSIVE STRATEGY! – LESSON #4

DAILY OBJECTIVES & EVIDENCE

- Understand basic defensive strategies in the game of Spikeball.
 - Class Video and Closure Q & A
- Know the critical elements of defending.
 - Class Video, Teacher Observation during drills, and Closure Q & A.
- Improve basic ball control (Spiking and passing) .
 - Teacher Observation and Student Progression of drills.
- Work cooperatively with other students to accomplish tasks.
 - Teacher Observation and Student Progression of drills.

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students
- Copies of Drill Sheet

GO TIME

1. Show Video and Recap

- 2 important elements in defense “**anticipation**” and “**positioning**”
- Anticipation is “reading what is going so that you can predict what is going to happen” .
- Positioning occurs after you anticipate.
- Critical elements of Anticipation are in the form of 3 questions:
 - Can my opponent hit it on the net right now?
 - Where will the ball go if they can?
 - What type of shot can they hit?
- Critical elements of Positioning are:
 - Move to the spot where they can hit it.
 - Be in an athletic stance while they hit.

2. Warm-up—Spikeball Ball Control Jog!

DEFENSIVE STRATEGY! – LESSON #4

GO TIME... CONTINUED

- Jogging with a partner and a Spikeball. Partner 1 keeps the ball up using palm strikes as partner 2 follows. When the teacher signals “switch” partner 2 begins to keep the ball in the air with palm strikes. (Switch roles every 30 seconds) (2-4 Minutes).

Have students partner up with someone they don't normally partner up with

3. Activity – Spikeball “Defensive” Drill Progression Sheet

- The objective in the drill progression sheet is to graduate to the highest level you can while using the critical elements explained in the video.
- On each sheet there is a goal to achieve...Graduate when you achieve the goal.
 - There is a Varsity goal for competitive students.
 - There is a JV goal for non competitive students.

4. Closure

- Ask students to pair share: What 3 questions you should constantly ask when your opponent has the ball?
- Why is being in an athletic stance important when your opponent is hitting the ball?
- What happens to the defense when a pass is put close to the center of the net?

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

EXTRA CREDIT

- Have students bring in research articles on *Anticipation Skills* in various sports. In class have them do a “pass around” reading each others articles.

(Common Core)

DEFENSIVE STRATEGY DRILLS!

Varsity Goal
20 Successes

**GRADUATE WHEN YOU
ACHIEVE YOUR LEVEL
GOAL!**

JV Goal
10 Successes

Working with a partner across a Spikeball net

- Level 1** → Partner 1 throws an “easy to get” ball of net...partner 2 must catch it. **Success = catch!** Partners switch roles after each attempt
- Level 2** → Same as above ...except partner 2 has to pass the ball to self and then catch it. **Success = catch!** Switch roles after each attempt.
- Level 3** → Partner 1 spikes a ball that is challenging to get but not impossible...partner 2 catches ball. **Success = catch!** Switch roles after each attempt.
- Level 4** → Partner 1 spikes a ball that is challenging to get but not impossible...partner 2 passes the ball to self and then catches it. **Success = catch!** Switch roles after each attempt.
- Level 5** → Partner 1 spikes a ball that is challenging to get but not impossible...partner 2 passes the ball back to partner. **Success = partner catch!** Switch roles after each attempt.

Working with another team!

- Level 6** → Team 1 underhand tosses a ball to team 2. Team 2's objective is to score a point with a kill shot...within their allotted 3 contacts. Team 1 scores a point if they can catch the ball when it hits off the net or team 2 makes an error. Switch roles after each rally. **Success = a point**
- Level 7** → Same as level 6 but instead of a toss to begin the rally...team 1 must serve an easy ball. **Success = a point.**
- Level 8** → Same as level 7 except now you have to pass the kill shot and your partner must catch it for a point. **Success = a point.**
- Level 9** → Same as level 8 except now no catching...Team 2 scores a point by getting it back on the net within 3 contacts. The rally stops immediately. Teams switch roles after a point is scored. **Success = a point.**
- Level 10** → Play normal Spikeball!

OFFENSIVE STRATEGY! – LESSON #5

DAILY OBJECTIVES & EVIDENCE

- Understand basic offensive strategies in the game of Spikeball.
 - Class Video and Closure Q & A
- Know the critical elements of basic offensive strategies.
 - Class Video, Teacher Observation during drills, and Closure Q & A.
- Improve basic ball control (Spiking and passing) .
 - Teacher Observation and Student Progression of drills.
- Work cooperatively with other students to accomplish tasks.
 - Teacher Observation and Student Progression of drills.

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students
- Copies of Drill Sheet

GO TIME

1. Show Video and Recap

- 2 important components of offense are “**awareness**” and “**execution**”.
- The Critical elements of a good offenses come in 3 suggestions and rationales:
 - Go after a weak link/player
 - R: If they aren’t as skilled they will make more mistakes.
 - Use deception
 - R: Keeps your opponents guessing
 - Attack open space
 - R: No defenders = easy points

2. Warm-up—Spikeball Net Shuffle!

- 4 students around a Spikeball net. Shuffle one direction around the net while keeping a Spikeball up in the air using passing or spiking hits. If the ball hits the ground the group does 5 jumping jacks and begins again shuffling the opposite direction. (3 minutes)

OFFENSIVE STRATEGY! – LESSON #5

GO TIME... CONTINUED

3. Activity – Spikeball “Offensive” Drill Progression Sheet

- The objective in the drill progression sheet is to graduate to the highest level you can while using the critical elements explained in the video.
- On each sheet there is a goal to achieve...Graduate when you achieve the goal.
 - There is a Varsity goal for competitive students.
 - There is a JV goal for non competitive students.

Give some extra help to the students who are struggling in the drills

4. Closure

- Ask students to pair share: What 3 offensive strategies you should consider using during a game?
- Why is a pass close to the net helpful to the team on offense?
- What is another offensive strategy that could be used but wasn't mentioned in class today?

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

EXTRA CREDIT

- Have students use pedometers in class and measure how many steps they took during the day, week, or weeks. For Homework have them create a graph from their data.

(Common Core)

OFFENSIVE STRATEGY DRILLS!

Varsity Goal
20 Successes

**GRADUATE WHEN YOU
ACHIEVE YOUR LEVEL
GOAL!**

JV Goal
10 Successes

Working with a partner across a Spikeball net

- Level 1** → Partner 1 tosses a ball to Partner 2 near the net. Partner 2 plays a drop shot. **Success = just past the rim.** Switch roles every 3 successes.
- Level 2** → Partner 1 tosses a ball to Partner 2 near the net. Partner 2 alternates hitting a spike then a drop shot. **Success = a good spike and a successful drop shot in a row.** Switch roles every 3 successes.
- Level 3** → Partner 1 tosses a ball to Partner 2 near the net. Partner 2 tries to play shot with their non dominate hand. **Success = off the net and past the rim.** Switch roles every 3 successes.
- Level 4** → Partner 1 tosses a ball to Partner 2 near the net. While the toss is in the air Partner 1 moves a few steps left or right and stops. Partner 2 must hit the ball off the net so that Partner 1 can catch it without moving. **Success = a catch.** Switch roles every 3 successes.

Working with another team!

- Level 5** → Team 1 underhand tosses a ball to team 2. Team 2's objective is to score a point with a kill shot...within their allotted 3 contacts. Team 1 scores a point if they can catch the ball when it hits off the net or team 2 makes an error. Switch roles after each rally. **Success = a point**
- Level 6** → Same as level 5 but instead of a toss to begin the rally...team 1 must serve an easy ball. **Success = a point.**
- Level 7** → Same as level 6 except now you have to pass the kill shot and your partner must catch it for a point. **Success = a point.**
- Level 8** → Same as level 7 except now no catching...Team 2 scores a point by getting it back on the net within 3 contacts. The rally stops immediately. Teams switch roles after a point is scored. **Success = a point.**
- Level 9** → Play normal Spikeball!

COMMUNICATION! – LESSON #6

DAILY OBJECTIVES & EVIDENCE

- Understand the importance of appropriate communication in a team setting.
 - Class Video and Closure Q & A
- Implement basic game play communication for improved team success.
 - Class Video, Teacher Observation during game play, and Closure Q & A.
- Improve basic ball control (Spiking and passing) .
 - Teacher Observation in Student Activities.
- Work cooperatively with other students to accomplish tasks.
 - Teacher Observation during “Go Time”

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students

GO TIME

1. Show Video and Recap

- 3 important ways we should communicate are:
 - Calling for the Ball
 - Sounds like: “Mine, I got it!”
 - Positive Motivation
 - Sounds like: “Great pass!”
 - Strategy During the Play
 - Sounds like: “Cover the drop shot!”

2. Warm-up—Spikeball On the Run!

- With a partner alternate running a route like football, however the partner who is receiving the pass must hit it up in the air so that the throwing partner can run and catch it...which earns you a point. Throwing partner should follow route running partner slightly after throwing the ball. Earn as many points as you can!

COMMUNICATION! – LESSON #6

GO TIME... CONTINUED

- No stationary routes...all throws should lead the runner, so that they have to hit it on the move. (3-4 Minutes)

3. Activity – Spikeball Round Robin Games

- Have students get into groups of 4
- Have them play a 4 person round robin tournament at their net. Games are timed- 3 games total.
- Round Robin Tournament Format:
- Have students number each other off at their nets 1-4
 - Game 1 will be: Players 1 and 2 v. 3 and 4
 - Game 2 will be: Players 1 and 3 v. 2 and 4
 - Game 3 will be: Players 1 and 4 v. 2 and 3

4. Closure

- Ask students to pair share: What kind of specific communication did you hear on your court today?
- Explain a play that you won today because you communicated well with your partner?
- Grade your court on communication today.
 - Thumb Up = Frequently and appropriate
 - Thumb Down = Infrequent
 - Thumb in the Middle = Off and On

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

**Highlight a court.
Stop and have
the class listen
to a courts good
communication**

EXTRA CREDIT

- Have students research what the best pregame meal would be for a Spikeball player playing in the finals of a tournament. Have them bring a written out rationale to class that is supported by scientific research.

(Common Core)

SKILL ASSESSMENT DAY! – LESSON #7

DAILY OBJECTIVES & EVIDENCE

- Demonstrate mature passing and spiking skills
 - Student Self Assessment
- Work cooperatively with other students to accomplish tasks.
 - Teacher Observation during “Go Time”.

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Video Area
- Spikeball Area
 - 1 set per 4 students
- Copies of Assessments
Rubric

GO TIME

1. Show Video and Recap

- 10 Minutes to climb the grade ladder in Passing.
- 10 Minutes to climb the grade ladder in Spiking.
- These are partner grades...so choose your partner wisely.
- Everyone must start at level “C” and move up one level at a time.
- Record your scores immediately after the testing is done or you’ve reached the “A” level.

2. Warm-up—5 Minute Practice Assessment!

- 5 Minutes to practice both assessments before the test begins.

3. Activity – Assessments and Challenge Game

- 10 Minute Passing Assessment
- 10 Minute Spiking Assessment
- Report Student Self Assessments
- Challenge Game...Must play a team you haven’t played before

SKILL ASSESSMENT DAY! – LESSON #7

GO TIME... CONTINUED

4. Closure

- Reminder - tomorrow will be a practice Game Play Assessment Day during our ranking competition.
- Looking at:
 - Defensive Strategy
 - Offensive Strategy
 - Communication
 - Sportsmanship
 - Are you and your teammate using the critical elements that were presented in class to play at a high level?

Bring some music out to class to ease your students anxiety

TEACHER REFLECTION

1. What did I like about the lesson?
2. What would I change about the lesson?
3. What do I need to do differently for the next lesson?

EXTRA CREDIT

- Have students watch a Spikeball game and then write a school newspaper article about the game that includes stats, player quotes, and any other highlights from the game that might be interesting. (Common Core)

PASSING AND SPIKING ASSESSMENT

PASSING ASSESSMENT

You have 10 minutes to climb the grade ladder, starting on level “C”. Once you meet the description at that level you are able to try the next level “B”. You can never go down a level...just up!

GRADE	DESCRIPTION
A	My partner and I can pass the ball back and forth over a net 25 times in a row without letting the ball drop to the ground or net.
B	My partner and I can pass the ball back and forth 20 times in a row without letting the ball hit the ground
C	My partner and I can pass the ball back and forth 10 times in a row without letting the ball hit the ground
F	Can't meet the “C” grade within 10 minutes

SPIKING ASSESSMENT

You have 10 minutes to climb the grade ladder, starting on level “C”. Once you meet the description at that level you are able to try the next level “B”. You can never go down a level...just up!

GRADE	DESCRIPTION
A	I can spike the ball onto the net from 9 feet away 3 times in a row.
B	I can spike the ball onto the net from 6 feet away 5 times in a row.
C	I can spike the ball onto the net from 3 feet away 7 times in a row.
F	Can't meet the “C” grade within 10 minutes

GAME PLAY ASSESSMENT

GAME PLAY ASSESSMENT

While students are playing in the tournament, the teacher will evaluate teams on the following game play measures. Each team should receive 4 separate grades for the categories listed below.

GRADE	CATAGORIES AND DRESCRIPTORS
"A" MOST OF THE TIME	<p style="text-align: center;">DEFENSIVE STRATEGY</p> <ul style="list-style-type: none"> • In an athletic stance as the opponent hits the ball • Moving during the rally to anticipate the opponent shot
"B" USUALLY	
"C" SOME OF THE TIME	
"D" RARELY	
"F" NEVER PRESENT	
	<p style="text-align: center;">OFFENSIVE STRATEGY</p> <ul style="list-style-type: none"> • Tries to hit it to open areas when available • Uses a variety of shots • Tries to hit it to weaker players
	<p style="text-align: center;">COMMUNICATION</p> <ul style="list-style-type: none"> • Is calling the ball before they play it • Talks during and after rally to improve game play • Uses encouraging words
	<p style="text-align: center;">SPORTSMANSHIP</p> <ul style="list-style-type: none"> • Shakes hands or high 5's before and after a game with opponents • Agrees on rules and plays by them • No trash talking

TEAM RANKING DAY! – LESSON #8

DAILY OBJECTIVES & EVIDENCE

- Play competitive games using a variety of shots, while implementing offensive and defensive strategies and cooperating appropriately with opponents and teammates.
 - Closure Q & A

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Spikeball Area
 - 1 set per 4 students
- Copies of Assessment Rubric

GO TIME

1. No Video

2. Warm-up - 5 Minute Rally Control

- With 2 teams of 2 on a Spikeball net, keep a 3 touch rally going as long as you can. Count how many times you change position while using all three touches. This should be a light non competitive drill. (5 Minutes)

3. Activity – Royal Court Games

- Number off all Spikeball nets—1, 2, 3, 4, ...
- Games will be 7 minutes long. Winners move one court to closer to the #1 court, while non-winners move one court closer to the last # court. All teams should move, except the winners of the #1 ct. and the non-winners of last court.
- (Record where teams finished at the end of class. This will be used to divide the class into two groups for the tournament tomorrow).
- Top half of class will be in the Varsity Tournament
- Bottom half of class will be in the JV Tournament

4. Closure

- Have students self evaluate themselves on the Game Play Rubric using their fingers to represent a score. 4 = A, 3 = B, 2 = C, 1 = F. What would you get for : (Defensive Strategy, Offensive Strategy, Communication, Sportsmanship)

TOURNAMENT TIME! – LESSON #9 & 10

DAILY OBJECTIVES & EVIDENCE

- Play competitive games using a variety of shots, while implementing offensive and defensive strategies and cooperating appropriately with opponents and teammates.
 - Game Play Assessment

**Identify State
and/or National
Standards that
meet these
objectives**

PREPARE

- Spikeball Area
 - 1 set per 4 students
- Copies of Assessment Rubric

GO TIME

1. No Video

2. Warm-up—Team Choice!

- Let the teams decide how they want to warm-up. (5 Minutes)

3. Activity – Tournament and Game Play Assessment

- Recommended 2 day tournament format:
 - Day #1— Pool play day...to establish a ranking in the 2 tournaments.
 - Day #2— Double elimination tournament with friendly games once eliminated.
- Top half of class will be in the Varsity Tournament
- Bottom half of class will be in the JV Tournament
- Grade teams using the Game Play Assessment Rubric

4. Closure

- Champions Certificate Presentation
- Rate Spikeball!
 - Thumb Up = Loved it!
 - Thumb Down = Disliked it!
 - Thumb in the Middle = OK!

VARSITY TOURNAMENT



CLASS CHAMPIONS

TEACHER

DATE

JV TOURNAMENT



CLASS CHAMPIONS

TEACHER

DATE