

## LESSON PLAN (Serving)

Instructor Name \_\_\_\_\_ Rankin \_\_\_\_\_ Class \_\_\_\_\_ Vball \_\_\_\_\_ School \_\_\_\_\_ OSU \_\_\_\_\_

Date \_\_\_\_\_ 2-1-08 \_\_\_\_\_ Unit \_\_\_\_\_ Vball \_\_\_\_\_ Lesson # \_\_\_\_\_ of \_\_\_\_\_

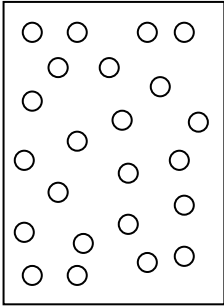
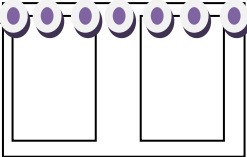
**Terminal Motor Objective/s:**


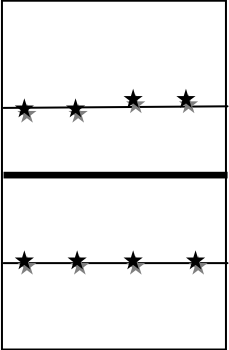
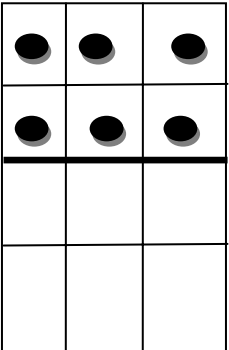
**Cognitive Objective/s:**

**Affective Objective/s:**

**Physical Activity Objective/s:**

**Equipment and Resources Needed:**

Activity Development & Management Tasks	Anticipated Time	How will the task be communicated include Teaching Cues/Critical Elements	Organizational Arrangements	Criteria
Ball toss	1 min	Instructions will be verbally communicated and demonstrated. <ol style="list-style-type: none"> <li>1. Feet staggered facing net, non dominant foot forward</li> <li>2. Hold ball in non dominant hand at waist level, arm extended</li> <li>3. Dominant hand is pointing directly behind the player with an open hand</li> <li>4. Ball drops from holding hand and lands directly on poly spot</li> <li>5. Weight shifts from back to front</li> <li>6. No Contact with Ball is made with hitting hand</li> </ol>	Students can find a poly spot previously placed throughout the gymnasium. 	Students will perform a ball toss aiming to hit the poly spot on every toss they perform. 15 accurate tosses.
Wall Serve	1 min	Verbally communicated and Demonstrated. <ol style="list-style-type: none"> <li>1. Stand holding their volleyball in one arm and the poly spot in one hand.</li> <li>2. Run to a wall and place their back to the wall. Put ball and poly spot on ground. Stretch arms out. Make sure you are not touching anyone.</li> <li>3. Take 20 paces forward. Place the spot down.</li> </ol>	Students will be at least five feet apart and 20 feet away from the wall. Tape will be placed on the wall at the level of the net. 	Ball should be hit above the tape line. It should come right back to you after bouncing off the ground. Progression would be underhand to overhand. Students need to complete 20 correct serves.

		<ol style="list-style-type: none"> <li>4. Practice previous dropping drill and add element of hitting with dominant hand</li> <li>5. Hit using the heel of the hand</li> <li>6. Weight shift back to front</li> </ol>		
Partner Serve (progression)	1 min	<p>Verbal instructions and Demo</p> <ol style="list-style-type: none"> <li>1. One person on each side of the net.</li> <li>2. Stand on the 9 m line.</li> <li>3. Students will practice previous serve drill over the net</li> <li>4. Aim for partner so they don't have to move to catch the ball</li> <li>5. Progress eventually back behind end line.</li> </ol>		Students will be able to correctly perform 25 consecutive serves back and forth with partner. Without having to move more than one foot around. Students will be able to perform 10 consecutive serves accurately to their partner.
Serve for Accuracy	1 min	<p>Verbal and Demonstration</p> <ol style="list-style-type: none"> <li>1. Split half the court into six equal sections (use jump ropes or approved gymnasium tape)</li> <li>2. Objective is for servers to complete underhand serves to each section.</li> <li>3. Increase difficulty by calling out sections for servers to aim for</li> </ol>		Each server will be able to correctly serve to each of the six sections.
Overhand Serve can be used for every one of these drills	4 min	<p>Squaring Off</p> <ol style="list-style-type: none"> <li>a. Square off to the net</li> </ol>		

		<ul style="list-style-type: none"> <li>b. Non serving hand holding the ball at head height and inline with shoulder of hitting arm</li> <li>c. Elbow slightly bent of hitting arm</li> <li>d. Foot of non dominant hand slightly forward</li> <li>e. Weight on back foot</li> </ul> <p>Draw the Bow</p> <ul style="list-style-type: none"> <li>a. Step with non dominant foot.</li> <li>b. Non serving hand lowers to waist level, tosses ball two feet above head.</li> <li>c. Arm draws back to scratch ear (act like drawing a bow)</li> <li>d. Rotate torso so perpendicular to net</li> </ul> <p>Reach</p> <ul style="list-style-type: none"> <li>a. Rotate torso parallel to the net</li> <li>b. Serving arm extends and rotates past one's head (as if in the over hand throwing position)</li> <li>c. Contact ball one foot in front of body</li> <li>d. Wrist is relaxed and hit with palm of hand</li> <li>e. Eyes follow ball at all times</li> </ul> <p>Swim</p> <ul style="list-style-type: none"> <li>a. Non serving arm rotates past body</li> </ul>		
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		b. Serving arm will follow through and across the body.		
<p><b>COMMON ERRORS:</b></p> <ol style="list-style-type: none"> <li>1. Holding the ball too high to low</li> <li>2. Contact not made with heel of hand</li> <li>3. No follow thru</li> </ol> <p><b>Overhand</b></p> <ol style="list-style-type: none"> <li>1. Ball goes into net</li> <li>2. Too much body movement</li> <li>3. Lack of power</li> <li>4. Serve goes out of bounds</li> </ol>	4 min	<p><b>Corrections:</b></p> <ol style="list-style-type: none"> <li>1. Held at waist level</li> <li>2. Hold ball still and roll fingers into the palm</li> <li>3. Follow ball with arm and onto the court</li> </ol> <p><b>Overhand</b></p> <ol style="list-style-type: none"> <li>1. Toss is not coming in front of the hitter. Repeat the toss drill to the poly spot</li> <li>2. Keep students feet standing still</li> <li>3. Contact with heel and toss needs to be one foot in front of server</li> <li>4. Reposition feet and watch toss, and follow closely</li> </ol>	Group discussion	
Peer Teaching	10 min	Students will be demonstrating the drills to one another in small groups.		

**LESSON PLAN (Bumping)**

Instructor Name \_\_\_\_\_ Rankin \_\_\_\_\_ Class \_\_\_\_\_ Vball \_\_\_\_\_ School \_\_\_\_\_ OSU \_\_\_\_\_

Date \_\_\_\_\_ 2-1-08 \_\_\_\_\_ Unit \_\_\_\_\_ Vball \_\_\_\_\_ Lesson # \_\_\_\_\_ of \_\_\_\_\_

**Terminal Motor Objective/s:**

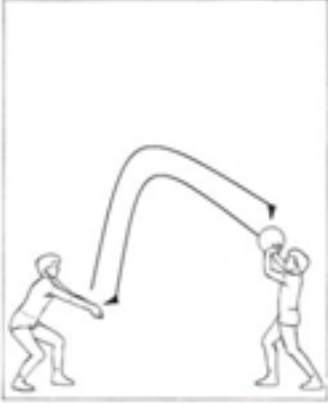
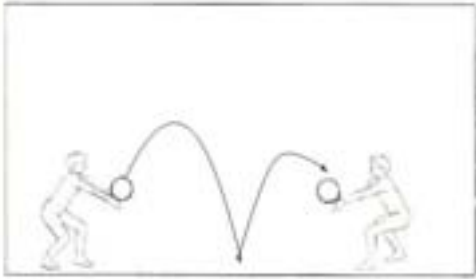

**Cognitive Objective/s:**

**Affective Objective/s:**

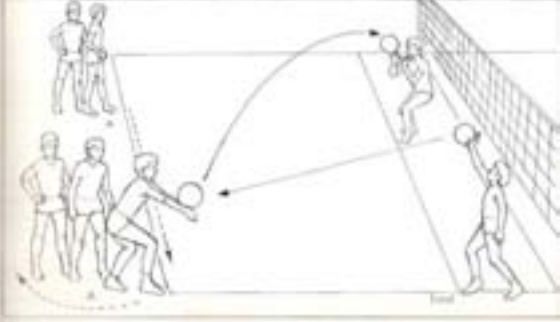
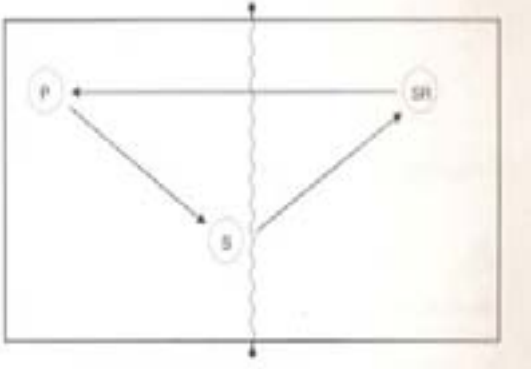
**Physical Activity Objective/s:**

**Equipment and Resources Needed:**

Activity Development & Management Tasks	Anticipated Time	How will the task be communicated include Teaching Cues/Critical Elements	Organizational Arrangements	Criteria
Introduction of bumping in volleyball	2 min	<p>Instructions will be verbally communicated and demonstrated.</p> <ul style="list-style-type: none"> <li>- Knees are bent.</li> <li>- Feet are at least shoulder-width apart.</li> <li>- Extend your elbows.</li> <li>- Body weight is balanced.</li> <li>- Hands are in front of your body and in your line of vision.</li> <li>- Body position needs to be low.</li> <li>- Back is straight.</li> </ul>	Students line up in two rows and stand on the side of the court.	Student will demonstrate the correct body position for the bumping.

<p>1. Tossing and Passing</p>	<p>2 min</p>	<p>Verbally communicated and Demonstrated.</p> <p>Have a partner toss you a ball; using your forearms, pass the ball back to your partner. Your partner must be able to catch your pass without taking more than one step in any direction.</p>		<p>Students will be able to correctly bump to their partner 9 out of 10 times.</p>
<p>2. Bouncing and Passing</p>	<p>2 min</p>	<p>Verbally communicated and Demonstrated.</p> <p>Stand 9 feet from your partner and bump the ball to each other continuously, allowing one bounce between each pass; bump-bounce-bump-bounce etc.</p>		<p>Students will be able to bump the ball 20 consecutive times with their partner.</p>
<p>3. Bumping the ball using the wall (individual practice)</p>	<p>2 min</p>	<p>Verbally communicated and Demonstrated.</p> <p>Stand about 6 feet away from the wall and practice bumping passes, trying the ball to go to 8-10 feet high.</p>		<p>Students will be able to bump the ball 20 consecutive times using the wall.</p>



<p>4. Passing to target</p>	<p>2 min</p>	<p>Verbally communicated and Demonstrated.</p> <p>The feeder tosses the ball to the passer, who uses a forearm pass to the setter. The setter catches the ball and rolls it back to the feeder's position. The group rotates after 10 to 15 repetitions or after a specified time period.</p>		<p>Students will be able to correctly bump the ball to the setter 9 out of 10 times.</p>
<p>5. Serve and forearm pass practice</p>	<p>2 min</p>	<p>Verbally communicated and Demonstrated.</p> <p>The server (SR) serves the ball to the passer (P), who uses a forearm pass to the setter (S). The group rotates after 10 to 15 repetitions or after a specified time period. If players can serve overhand consistently, let them. Players having difficulty with serving overhand should toss overhand until they can serve consistently.</p>		<p>Students will be able to correctly bump the ball to the setter 9 out of 10 times.</p>

<p>Common errors:</p> <ol style="list-style-type: none"> <li>1. Too much arm swing (arms finish higher than shoulder level)</li> <li>2. You get low by bending at your waist instead of your knees, causing you to pass the ball too low and too fast.</li> <li>3. Contact the ball on your upper arms or torso (near the elbows and too close to the body)</li> <li>4. You do not transfer weight toward the intended target; as a result, the ball does not go forward.</li> <li>5. Your hands separate before, at, or just after contacting the ball</li> </ol>	3 min	<p>Corrections:</p> <ol style="list-style-type: none"> <li>1. Let the ball drop to waist level before contact.</li> <li>2. Bend your knees, keeping your back straight as you move under the ball; touch the floor with your hands to stay in a low position.</li> <li>3. Keep your arms parallel to your thighs and contact the ball away from your torso.</li> <li>4. Check that your weight ends up on your forward foot and that your body is inclined forward.</li> <li>5. Keep your hands joined by interlocking your fingers and thumbs need to be parallel.</li> </ol>	Group discussion	Students will be able to recognize when a player is performing a common error.
Peer Teaching	15 min	Students will be demonstrating the drills to one another in small groups.		

**LESSON PLAN (OVERHEAD PASS)**

Instructor Name \_\_\_\_\_ Rankin \_\_\_\_\_ Class \_\_\_\_\_ Vball \_\_\_\_\_ School \_\_\_\_\_ OSU \_\_\_\_\_

Date \_\_\_\_\_ 2-1-08 \_\_\_\_\_ Unit \_\_\_\_\_ Vball \_\_\_\_\_ Lesson # \_\_\_\_\_ of \_\_\_\_\_

**Terminal Motor Objective/s:**

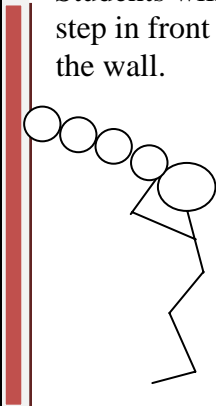
**Cognitive Objective/s:**

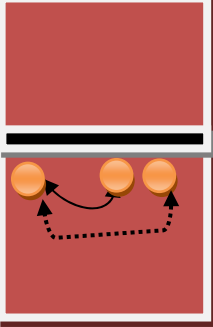
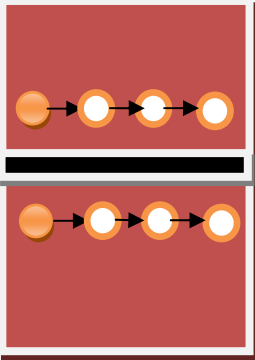
**Affective Objective/s:**

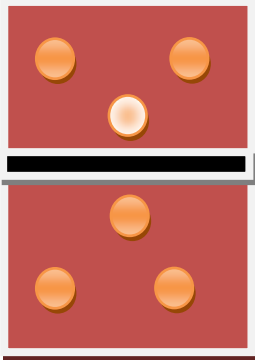
**Physical Activity Objective/s:**

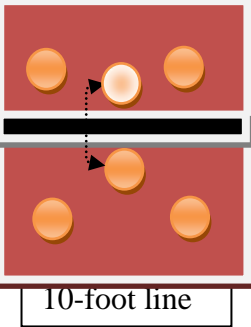
**Equipment and Resources Needed:**

### Drills Progression

Activity Development & Management Tasks	Anticipated Time	How will the task be communicated include Teaching Cues/Critical Elements	Organizational Arrangements	Criteria
Explanation and demonstration of overhead pass	3 minutes	Student should focus on: <ul style="list-style-type: none"> <li>• Body facing target</li> <li>• Knees bent and back straight</li> <li>• Hands are above the forehead with fingers open</li> <li>• contact with all 10 finger pads</li> <li>• generate from your entire body</li> <li>• arms should be fully extended after contacting the ball</li> </ul>	Student will find a partner and walk around the area close to the teacher. Students will get into the correct position after listening to the teacher prompt.	Student will demonstrate the correct body position for the overhead pass.
<b>Drill Names</b>				
<b>1. Setting against the wall</b> Allow you to continue check your hand position; work on keeping your feet, hips, and shoulders square to target.	2 minutes	Perform short, quick sets directly against the wall Keep your hands above your forehead and set the ball as fast as possible without stopping. <b>Progression within this Drill</b> Move 6 feet away from the wall Complete 50 sets from this distance.  Move 12 feet away from the wall Complete 50 sets from this distance.  Move 18 feet away from the wall <u><b>Perform at least 35 of 50</b></u>	Individual activity. Students will step in front of the wall. 	Students will maintain body position (knees, elbows, and hands) while performing overhead pass.
<b>2. Setting in Groups of Three</b>  To improve short, long-distance sets.	2 minutes	a. Setter one sets <u>short set</u> to setter B.		Students will perform an overhead

	<p>b. Setter B <u>back sets</u> to setter C.  c. Setter C sets a long set to setter A.  d. Each person set 20 balls.  e. Then rotate- Setter A becomes Setter B, Setter B becomes Setter C, and Setter C becomes Setter A.  f. Repeat steps b – e.</p> <p><b>Progression within the drill.</b></p> <ol style="list-style-type: none"> <li>Increase the distance between players.</li> <li>Make the setter move to different spots.</li> <li>Place another player behind the setter, thus the setter can perform a back overhead pass</li> </ol> <p><b><u>Perform at least 15 of 20</u></b></p>		<p>pass to player B (at least 2-feet high) and to player C (at least 3-feet high).</p>
<p><b>3. Over the Net Walk</b></p>	<ol style="list-style-type: none"> <li>Two partners, one on each side of the net, at one sideline, about 3’ back.</li> <li>the players begin setting the ball back and forth over the net to each other, moving a couple steps toward the other sideline</li> <li>they should reach the other side.</li> <li>Then turn around and repeat, going back to the original sideline.</li> </ol> <p><b><u>Progression within the drills:</u></b></p> <ol style="list-style-type: none"> <li>Students can increase the speed of the walking.</li> <li>Increase the distance between</li> </ol>		<p>Students should focus on being accurate while performing this drill. Also, they should be quick enough to be in ready position before performing the overhead pass.</p>

		<p>students.</p> <p>c. Increase the distance of the overhead pass when moving to the side.</p>		
<p><b>4. Pass to Paradise</b></p>	<p>2 minutes</p>	<ol style="list-style-type: none"> <li>1. 3v3</li> <li>2. Team A tosses or pass the ball over the net to initiate the rally point</li> <li>3. Point is awarded only for attacks made from overhead passes to hitters (2 points).</li> <li>4. One point is awarded for attacks that go out of bounds.</li> <li>5. Two points for attacks that stay in bounds but are returned</li> <li>6. Three (3) points are awarded for attacks that are in bounds and touch the floor</li> <li>7. Alternate tosses between teams, regardless of which team wins the rally.</li> </ol>		

<p><b>5. Kill the Setter Passing Drill</b></p> <p>Emphasizes the importance of good passes, especially in free ball situations.</p>	<p>2 minutes</p>	<p>a. 3 vs *3 game</p> <p>b. One setter, shared by both teams, going back and forth as ball crosses the net.</p> <p>c. Toss one team a free ball, setter runs a play.</p> <p>d. The 3rd player performs a deep overhead pass, allowing a free ball for the other team.</p> <p>e. The setter then ducks under the net and runs a play going the other way.</p> <p>f. Keep the drill going until the ball goes out of play.</p> <p>Progression within the drill</p> <p>a. Decrease the amount of player.</p> <p>b. Increase the area students are allowed to play.</p>	 <p>The diagram shows a top-down view of a volleyball court. A central net is represented by a thick black horizontal line. On either side of the net, there are three orange circles representing balls. A dashed line with arrows at both ends indicates a 10-foot distance from the net to a vertical line labeled '10-foot line' at the bottom of the diagram.</p>	<p>Setting should quickly move to the setting position on each side of the court.</p>
<p><b>Common errors:</b></p> <ol style="list-style-type: none"> <li>1. Use only arms to perform overhead pass</li> <li>2. Arms are fully extended prior to contact the ball.</li> <li>3. Do not complete follow through</li> <li>4. Body is not facing the target</li> <li>5. Overhead pass is too low</li> </ol>	<p>4 minutes</p>	<p><b>Solutions:</b></p> <ol style="list-style-type: none"> <li>1-Bend ankles, knees, and hips to generate power.</li> <li>2-Bring your arms close to face before the contact.</li> <li>3- Approaching the ball on time.</li> <li>4-Positing your body facing your target.</li> </ol>	<p>Students sit in front of the instructor.</p> <p>Instructor will demonstrate from different angles.</p>	<p>Students should be able to recognize when a player is performing a bad technique.</p>
<p>Students use peer teaching to practice the instruction of the five progressions.</p>	<p>14 minutes</p>	<p>Every one chooses one specific progression and then teaches to the group members.</p>	<p>5 students in a group with a supervisor.</p>	

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**LESSON PLAN (SPIKING)**

Instructor Name \_\_\_\_\_ Class \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Unit \_\_\_\_\_ Lesson # \_\_\_\_ of \_\_\_\_.

**Terminal Motor Objective/s:**

**Students are able to correctly perform spiking the ball crosscourt 8 out of 10 trials.**

**Students are able to correctly perform spiking the ball down the line 8 out of 10 trials.**

**Students are able to assist a peer progressing toward the objective of spiking by tossing the ball comfortably.**

**Cognitive Objective/s:**

**Students understand the rationale of spiking in volleyball.**

**Students know the rationale of hitting the ball to different places in volleyball game play.**

**Affective Objective/s:**

**Students get comfortable with the spiking.**

**Students respect others and themselves in playing volleyball.**

**Physical Activity Objective/s:**

**Students are physically active for more than 50% of the lesson.**

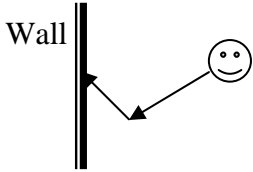

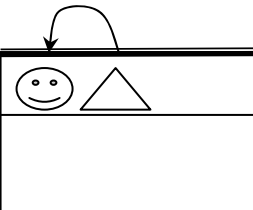
**Equipment and Resources Needed**

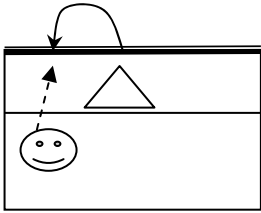



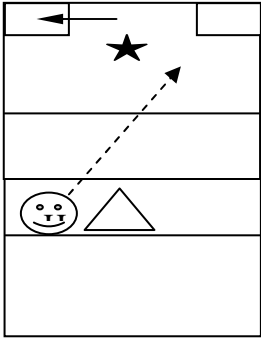
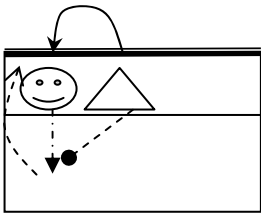
**Twenty volleyballs**

**Paper Table (30 feet)**





Activity Development & Management Tasks	Anticipated Time	How will the task be communicated include Teaching Cues/Critical Elements	Organizational Arrangements	Criteria
Introduction of spiking in volleyball	2 minutes	<ul style="list-style-type: none"> <li>• High elbow;</li> <li>• Elbow behind the (hitting) shoulder;</li> <li>• High contact;</li> <li>• Snap the wrist;</li> <li>• Get over the ball;</li> <li>• Follow-through.</li> </ul>	Students line up in two rows and stand on the side of the court.	Students show their understanding of the spiking movement.
(Modeling five progressions for teaching spiking) <b>1. Swing-(contact area)</b>	2 minutes	Demonstrate: <ul style="list-style-type: none"> <li>• Stand 10-12 feet far from the wall and face the wall.</li> <li>• Hit the volleyball down onto the floor, then off the wall.</li> <li>• Pick it up and do it again.</li> </ul>		The learner shows the preparation position with (1) high elbow and (2) high and front contact area of hitting, and (3) the ball spins.
<b>2. Down ball hitting</b>	2 minutes	Demonstrate: <ul style="list-style-type: none"> <li>• With the feeder  a few feet inside tossing the ball straight up above the hitter's hitting shoulder.</li> <li>• The hitter should be in their jump-ready position (bent over with arms back).</li> </ul>		The learner shows high contact when hitting the ball and follow through cross the body.

<p><b>3. Approaching and hitting</b></p>	<p>2 minutes</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• With the feeder a few feet inside tossing the ball straight up above the hitter's hitting shoulder.</li> <li>• The hitter should be approach to the ball and hit it over the net.</li> </ul>	 <p>The diagram shows a cross-section of a volleyball court with a net. A feeder (represented by a triangle) is positioned on the left side of the net, tossing a ball straight up. A hitter (represented by a smiley face) is positioned on the right side of the net, approaching the ball to hit it over the net.</p>	<p>Students are able to correctly perform spiking the ball crosscourt 8 out of 10 trials.</p>
<p><b>4. Decision drill</b></p>	<p>2 minutes</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• The feeder  tosses a ball high outside.</li> <li>• The player  takes an approach to the net.</li> <li>• The opponent  moves to one of the corners.</li> <li>• The player needs to hit to the opposite corner then.</li> <li>• If the player hits to an opposite corner he/she gets a + 1.</li> <li>• The player wins if he/she has the highest score after a set number of reps.</li> </ul>	 <p>The diagram shows a cross-section of a volleyball court with a net. A feeder (triangle) is on the left, tossing a ball high. A player (smiley face) is on the right, approaching the net. An opponent (star) is positioned at the top-left corner of the court. A dashed arrow indicates the ball's trajectory from the player to the opposite corner.</p>	<p>Students are able to correctly perform spiking the ball crosscourt 8 out of 10 trials.</p>
<p><b>5. Defense to hitting transition</b></p>	<p>2 minutes</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• Hitter starts at the net.</li> <li>• Feeder slaps ball and player transitions to defense.</li> <li>• Feeder tosses a ball to the hitter who bump it back and approach to spike it.</li> </ul>	 <p>The diagram shows a cross-section of a volleyball court with a net. A feeder (triangle) is on the left, slapping a ball. A player (smiley face) is on the right, bumping the ball back. A dashed arrow indicates the ball's trajectory from the feeder to the player, and another dashed arrow shows the player bumping the ball back towards the net.</p>	<p>Students are able to correctly perform spiking the ball crosscourt 8 out of 10 trials.</p>

<p><b>Common errors:</b></p> <ul style="list-style-type: none"> <li>6. The ball does not spin.</li> <li>7. Low contact area.</li> <li>8. Timing of approaching.</li> <li>9. Hitting the ball out of bounds.</li> <li>10. Hitting the ball to the net.</li> </ul>	<p>4 minutes</p>	<p><b>Solutions:</b></p> <ul style="list-style-type: none"> <li>1-Get over the ball.</li> <li>2-Raise elbow and toss high.</li> <li>3-Start approaching when the ball goes to the peak.</li> <li>4-Snap the wrist.</li> <li>5-Swing forward.</li> </ul>	<p>Students sit down in a half circle.</p>	<p>Students are able to align the solutions to the errors.</p>
<p>Students use peer teaching to practice the instruction of the five progressions.</p>	<p>14 minutes</p>	<p>Every one chooses one specific progression and then teaches to the group members.</p>	<p>5 students in a group with a supervisor.</p>	