

THEME/TOPIC: Volleyball

DURATION OF UNIT: 5 – 7 Weeks

(Based on two 50 minute classes per 6-day cycle)

ESSENTIAL QUESTION/ STUDENT OBJECTIVE:

- Students will learn volleyball skills, techniques and terminology that can be used in game situations.

PERFORMANCE GOALS (students will be able to...):

- Set (volley)
- Bump (underarm pass)
- Underhand serve
- Referee a game

DEMONSTRATION (students will demonstrate...):

- Proper form and technique of the skills covered in class.
- That participating in all drills increases accuracy of skills in a volleyball game.
- The skills we cover in class and the key words/concepts that describe them.
- Strategies, rules and signals to proficiently referee a volleyball game.

PRODUCT (students will produce...):

- Students will learn and improve volleyball skills (bumps, sets and underhand serves)
- The specific terminology for all of the volleyball skills (see performance indicators)
- Students will be evaluated by peers, through observation and through conferencing

CLASSROOM PROCESS (processes on which we will focus):

- Students will be focusing on learning and improving their volleyball skills (bump, set, underhand serve)
- Observation and assessment (peer assessment, and conferencing) on performance tasks (see indicators for bumping, setting and underhand serving)
- Individual and group work/practice

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGIES (performance task, observation, checklist, etc)

- Observation, rubrics, peer-assessment evaluation, BLM 8-2

ASSESSMENT CRITERIA (achievement indicators):

- Skills and knowledge of techniques and terminology (see individual lesson plans).
- Applying the skills they have learned into game like situations (see individual lesson plans).

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative Assessment: observation throughout unit on active participation, PE Self- Assessment of Interpersonal Skills and knowledge of terminology and volleyball peer evaluation.
- Summative Assessment: Alternative Pursuits Scoring Rubric and Peer Evaluation form
- As students achieve success in a modified version of volleyball, the modifications can be reduced in order to increase skill level. However, at this point in volleyball, the teacher is looking for success as on-going development.

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- See individual lesson plans.
- Modifications for students will occur throughout the unit if necessary.

CROSS-CURRICULAR CONNECTIONS (outcomes & strategies to meet outcomes):

- N/A

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, speaking, viewing, representing

Mathematical/Logical: sorting, patterns, classification, accuracy

Visual/Spatial: watching skill instruction and videos (if found on specific skill

Bodily/Kinesthetic: movement, fitness

Musical/Rhythmical: music during game or station days, warm up

Interpersonal: teamwork, partner work

Intrapersonal: self-correct technique and form, individual practice

Naturalist: use of outdoor space (beach volleyball)

SAFETY CONCERNS:

- No spiking the ball
- Balls should be put in bin when not in use (no balls rolling on the gym floor)

LEARNING RESOURCES:

- Volleyball skill posters
- Volleyball Peer Evaluation Form
- BLM 8-2: Alternative Pursuits Scoring Rubric
- BLM G-16: PE Self-Assessment of Interpersonal Skills

MATERIALS/EQUIPMENT:



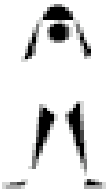


- Equipment will vary based on the lesson being taught
- 1 – 2 volleyball courts per class
- 1 – 2 volleyball nets per class
- 20 – 30 volleyballs (*soft, lite & official*)
- Hand whistles for games
- See specific lesson plans*

SOURCES:



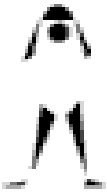


- Jodi Shachtay
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook
- Thephysicaleducator.com
- Volleyball Peer Evaluation Form
- BLM 8-2: Alternative Pursuits Scoring Rubric
- BLM G-16: PE Self-Assessment of Interpersonal Skills

REFLECTION:



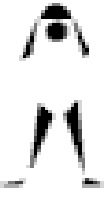


Grade 6 Unit Overview Outcome Table

<input type="checkbox"/> Movement 	<input type="checkbox"/> Fitness Management 	<input type="checkbox"/> Safety 	<input type="checkbox"/> Personal & Social Management 	<input type="checkbox"/> Healthy Lifestyle Practices 
<u>Bump, Set & Serve</u> K.1.6.A.1 K.1.6.B.2 K.1.6.C.2 K.1.6.C.3 S.1.6.A.2	<u>Bump, Set & Serve</u> K.2.6.C.4 S.2.6.A.1a	<u>Bump, Set & Serve</u> K.3.6.A.1 S.3.6.A.1	<u>Bump, Set & Serve</u> N/A	<u>Bump, Set & Serve</u> N/A
<u>Establishing Strategies</u> K.1.6.B.3 K.1.6.C.1 K.1.6.C.2 K.1.6.C.3 K.1.6.C.4 S.1.6.A.2	<u>Establishing Strategies</u> S.2.6.A.1a	<u>Establishing Strategies</u> K.3.6.A.1 S.3.6.A.1	<u>Establishing Strategies</u> K.4.6.B.1b K.4.6.B.2b S.4.6.A.3	<u>Establishing Strategies</u> N/A
<u>Skill Application</u> K.1.6.C.1 K.1.6.C.2 K.1.6.A.2 S.1.6.B.3	<u>Skill Application</u> S.2.6.A.1a	<u>Skill Application</u> K.3.6.A.1 S.3.6.A.1	<u>Skill Application</u> K.4.6.A.3 S.4.6.A.3	<u>Skill Application</u> N/A

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<input type="checkbox"/> Movement 	<input type="checkbox"/> Fitness Management 	<input type="checkbox"/> Safety 	<input type="checkbox"/> Personal & Social Management 	<input type="checkbox"/> Healthy Lifestyle Practices 
<u>Bump, Set & Serve</u> K.1.7.A.1 K.1.7.B.2 K.1.7.B.3 K.1.7.C.2 K.1.7.C.3 S.1.7.A.2	<u>Bump, Set & Serve</u> K.2.7.C.3 S.2.7.A.1a	<u>Bump, Set & Serve</u> K.3.7.A.1 S.3.7.A.1	<u>Bump, Set & Serve</u> N/A	<u>Bump, Set & Serve</u> N/A
<u>Establishing Strategies</u> K.1.7.C.1 K.1.7.C.3 K.1.7.C.4 S.1.7.A.2	<u>Establishing Strategies</u> N/A	<u>Establishing Strategies</u> S.3.7.A.1	<u>Establishing Strategies</u> K.4.7.B.1a S.4.7.A.3	<u>Establishing Strategies</u> N/A
<u>Skill Application</u> K.1.7.B.3 K.1.7.C.1 K.1.7.C.2 S.1.7.A.2 S.1.7.B.3	<u>Skill Application</u> N/A	<u>Skill Application</u> S.3.7.A.1	<u>Skill Application</u> S.4.7.A.3	<u>Skill Application</u> N/A

Grade 8 Unit Overview Outcome Table

<input type="checkbox"/> Movement 	<input type="checkbox"/> Fitness Management 	<input type="checkbox"/> Safety 	<input type="checkbox"/> Personal & Social Management 	<input type="checkbox"/> Healthy Lifestyle Practices 
<u>Bump, Set & Serve</u> K.1.8.A.1 K.1.8.B.2 K.1.8.B.3 K.1.8.C.1 K.1.8.C.2 K.1.8.C.3 S.1.8.A.1 S.1.8.A.2 S.1.8.B.1 S.1.8.B.2	<u>Bump, Set & Serve</u> K.2.6.C.4 S.2.6.A.1a	<u>Bump, Set & Serve</u> K.3.8.A.1 S.3.8.A.1	<u>Bump, Set & Serve</u> N/A	<u>Bump, Set & Serve</u> N/A
<u>Establishing Strategies</u> K.1.8.B.3 K.1.8.C.1 K.1.8.C.2 K.1.8.C.3 K.1.8.C.4 S.1.8.A.1	<u>Establishing Strategies</u> N/A	<u>Establishing Strategies</u> K.3.8.A.1 S.3.8.A.1	<u>Establishing Strategies</u> S.4.8.A.3	<u>Establishing Strategies</u> N/A
<u>Skill Application</u>	<u>Skill Application</u>	<u>Skill Application</u>	<u>Skill Application</u>	<u>Skill Application</u>

K.1.8.B.3 K.1.8.C.1 K.1.8.C.2 S.1.8.A.1 S.1.8.B.3	N/A	K.3.8.A.1 S.3.8.A.1	K.4.8.A.3	N/A
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General Learning Outcomes

Movement:

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

Fitness Management:

Students will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Safety:

Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.

Personal and Social Management:

Students will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

Healthy Lifestyle Practices:

Students will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Specific Learning Outcomes

Grade 6:

Movement:

- K.1.6.A.1: Recognize that there are different applications of the basic movement skills to different physical activities (e.g.: striking skills used volleyball...)
- K.1.6.B.2: Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., underhand serve with preparatory steps, full backswing, body square, and follow through...)
- K.1.6.B.3: Design movement sequences that show contrast in qualities of movement (e.g., levels, pathways [open space], directions...) and formations (e.g., lines or '4/5 man bowl'...) performed in a group.
- K.1.6.C.1: Adapt the rules of lead-up games based on criteria pre-determined through problem-solving activities (e.g., rule changes for enhanced activity, safety and/or inclusivity...)
- K.1.6.C.2: Use activity-specific terminology (e.g., bump, volley, set, serve...) associated with selected lead-up games and physical activities.
- K.1.6.C.3: Identify simple offensive and defensive strategies (e.g., marking an opponent, formations...) employed in lead-up games of different sports.
- K.1.6.C.4: Identify examples of fair play and good teamwork by others (e.g., shows respect for all players, makes encouraging remarks to other players...) in different physical activities.
- S.1.6.A.2: Perform manipulation skills, applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance.
- S.1.6.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

Fitness Management:

K.2.6.C.4: Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others.

S.2.6.A.1a: Participate in exercises/activities (e.g., course for agility...) designed to improve and maintain personal fitness associated with health - related and skill related fitness components.

Safety:

K.3.6.A.1: Show an understanding of safe practices (e.g., take turns, position self at a safe distance from others, be respectful of varying ability levels...) when helping others while practicing in regular or modified physical activities.

S.3.6.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

Personal & Social Management:

K.4.6.B.1b: Recognize personal participation and responsibility (e.g., respect and acceptance of individual differences, awareness of social norms and values, concerns and compassion for others, cooperation, motivation to solve interpersonal problems...) in different contexts.

K.4.6.B.2b: Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others.

S.4.6.A.3: Demonstrate function use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...)

Grade 7:

Movement:

- K1.7.A.1: Recognize characteristics of selected movement skills and patterns (e.g., underhand throwing pattern...) as applied in physical activities including invasion and fielding-type activities (e.g., underhand volleyball serve...)
- K.1.7.B.2: Identify the biomechanical concepts for efficient movement (i.e., leverage) as it relates to striking activities (e.g., shorter radius of rotation reduces force, as lightly spiking a serve...)
- K.1.7.B.3: Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., get the ball into an open space...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)
- K.1.7.C.1: Identify the importance of following rules (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) of selected sports and games
- K.1.7.C.2: Show and understanding of the specific terminology associated with selected sports and games, including territory/invasion (e.g., lacrosse, soccer...), striking/fielding type activities (e.g., baseball, cricket...) and net/wall (volleyball, tennis...).
- K.1.7.C.3: Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities.
- S.1.7.A.2: Perform manipulation skills, applying mechanical principles (e.g., length of lever, range of motion, number of body segments, application of force...) for consistency.
- S.1.7.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

Fitness Management:

K.2.7.C.3: Describe the purpose of a warm-up (e.g, increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cool-down (e.g., lowers heart rate gradually, prevention of dizziness/blood pooling, minimizes muscle stiffness/soreness...) for physical activity participation.

Safety:

K.3.7.A.1: Determine safety rules, routines, and procedures related to selected activities, including invasion and fielding-type activities (e.g., no spiking in volleyball...)

S.3.7.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

Personal & Social Management:

K.4.7.B.1a: Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...)

S.4.7.A.3: Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.

Grade 8:

Movement:

K.1.8.A.1: Recognize characteristics selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target activities (e.g., volleyball..)

K.1.8.B.2: Identify the biomechanical concepts for efficient movement (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral)

K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn" in curling...)

K.1.8.C.1: Examine the reasons for rules and for adaptations of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment or walls...) of selected sports and games.

K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)

K.1.8.C.3: Describe common strategies used in various games, including net/wall and target activities (e.g., positioning for serve reception, speed, and control of the projectile...)

K.1.8.C.4: Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports.

S.1.8.A.1: Perform combinations of transport, manipulation and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), applying mechanical principles (e.g., force, motion, balance...) for control.

S.1.8.A.2: Perform combinations of manipulation skills, applying principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control.

S.1.8.B.1: Apply functional use of selected and/or specific movement skills (forehand, underhand strokes...) in a variety of individual/dual games/sports, including net/wall (e.g., volleyball...) and target-type activities (e.g., miniature golf, bowling...)

S.1.8.B.2: Apply functional use of selected and/or specific movement skills (e.g., volleying...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling).

Fitness Management:

K.2.8.C.3: Identify three stages (i.e., indirect, direct, identical) of activity-specific warm-ups and examples of each stage for specific physical activities (e.g., a volleyball warm-up could include light running and bumps/sets with partners or individually...)

Safety:

K.3.8.A.1: Determine safety rules, routine and procedures related to a selected specific activity, including net/wall and target activities (e.g., not entering a court when play is in progress, retrieving a ball on a signal...)

S.3.8.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

Personal & Social Management:

S.4.8.A.3: Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.

PERFORMANCE INDICATORS

SET:

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly
- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)
- Player sets the ball at their forehead
- Player gets the ball high rather than forward

BUMP:

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

UNDERHAND SERVE:

- Player stands with their hips and shoulders squared to the net
- The ball is held at about hip/belly button height
- The opposite foot of the swinging arm comes forward
- The swinging arm remains straight during the pendulum motion
- The ball is not tossed up to make contact, rather it sits on a steady hand (like a tee in golf/baseball)
- Contact with the ball occurs on the heel of the wrist (the hard part of the wrist)
- The ball goes over the net and lands in the court

TERMINOLOGY

BUMP:

Bumping is used to utilize to pass the serve, play balls at or below the waist, play hard-driven balls, and contact balls located farther away from the player.

SET/VOLLEY:

Setting (volleying) is used for accurately passing any ball above the head to a teammate and for the setting technique of passing to an attacker with specific height, trajectory and placement.

UNDERHAND SERVE:

An underhand serve is the process of getting the ball over the net to start a rally. It is the most accurate type of serve used. This is the only type of serve that should be used for beginning students.

BLOCK:

A block is used to counter a forceful attack defensively. Blocking is accomplished by jumping and positioning hands above and over the net, decreasing the area available for the attacker to drive the ball downward forcefully into the blockers court.

VOLLEYBALL RULES AND REGULATIONS

(Volleyball Canada Rulebook)

LINES ON THE COURT

1.3.1 All lines are 5 cm wide. They must be of a light and different colour from the floor and from any other lines.

1.3.2 **Boundary lines**

Two sidelines and two end-lines mark the playing court. Both sidelines and end lines are drawn inside the dimensions of the playing court.

1.3.3 **Centre line**

The axis of the centre line divides the playing court into two equal courts measuring 9 X 9 m each; however the entire width of the line is considered to belong to both courts equally. This line extends beneath the net from sideline to sideline.

1.3.4 **Attack line**

On each court, an attack line whose rear edge is drawn 3 m back from the axis of the centre line, marks the front zone. *For FIVB, World and Official Competitions, the attack line is extended by the addition of broken lines from the sidelines, with five 15 cm short lines 5 cm wide, drawn 20 cm from each other to a total length of 1.75 m. The "coach's restriction line" (a broken line which extends from the attack line to the end line of the court, parallel to the side line and 1.75 metres from it) is composed of 15 cm short lines drawn 20 cm apart to mark the limit of the coach's area of operation.*

6.1 TO SCORE A POINT

6.1.1 **Point**

A team scores a point:

- 6.1.1.1 by successfully grounding the ball on the opponent's playing court;
- 6.1.1.2 when the opponent team commits a fault;
- 6.1.1.3 when the opponent team receives a penalty.

6.1.2 **Fault**

A team commits a fault by making a playing action contrary to the rules (or by violating them in some other way). the referees judge the faults and determine the consequences according to the rules:

- 6.1.2.1 if two or more faults are committed successively, only the first one is counted.
- 6.1.2.2 if two or more faults are committed by opponents simultaneously, a DOUBLE FAULT is called and the rally is replayed.

6.1.3 Rally and completed rally

A rally is the sequence of playing actions from the moment of the service hit by the server until the ball is out of play. A completed rally is the sequence of playing actions which results in the award of a point.

6.1.3.1 If the serving team wins a rally, it scores a point and continues to serve;

6.1.3.2 If the receiving team wins a rally, it scores a point and it must serve next.

6.2 TO WIN A SET

A set (except the deciding set) is won by the team which first scores 25 points with a minimum lead of two points. In the case of a 24-24 tie, play is continued until a two-point lead is achieved (26-24; 27-25; ...).

6.3 TO WIN THE MATCH

6.3.1 the match is won by the team that wins 2 of 3 sets or 3 of 5 sets.

6.3.2 In the case of a 2-2 tie, the deciding set (the 5th) is played to 15 points with a minimum lead of 2 points. There is no point limit. In a best of 3 match, the deciding set (the 3rd) is played to 15 points with a minimum lead of 2 points. There is no point limit.

8.1 BALL IN PLAY

The ball is in play from the moment of the hit of the service authorized by the first referee.

8.2 BALL OUT OF PLAY

The ball is out of play at the moment of the fault which is whistled by one of the referees; in the absence of a fault, at the moment of the whistle.

8.3 BALL "IN"

The ball is "in" when it touches the floor of the playing court including the boundary lines (*Rule 1.3.2*).

8.4 BALL "OUT"

The ball is "out" when:

8.4.1: the part of the ball which contacts the floor is completely outside the boundary lines;

8.4.2: it touches an object outside the court, the ceiling or a person out of play;

8.4.3: it touches the antennae, ropes, posts or the net itself outside the side bands;

8.4.4: it crosses the vertical plane of the net either partially or totally outside the crossing space, except in the case of *Rule 10.1.2*.

8.4.5: it crosses completely the lower space under the net (*Diagram 5*).

10.2 BALL TOUCHING THE NET

While crossing the net, the ball may touch it (*Rule 10.1.1*).

11.1 REACHING BEYOND THE NET

11.1.1: In blocking, a blocker may touch the ball beyond the net, provided that he/she does not interfere with the opponents' play before or during the latter's attack hit (*Rules 14.1 & 14.3*).

11.1.2: After an attack hit, a player is permitted to pass his/her hand beyond the net, provided that the contact has been made within his/her own playing space.

11.2 PENETRATION UNDER THE NET

11.2.1: It is permitted to penetrate into the opponent's space under the net, provided that this does not interfere with the opponents' play.

11.2.2: Penetration into the opponent's court, beyond the centre line:

11.2.2.1: To touch the opponent's court with a foot(feet) is permitted, provided that some part of the penetrating foot(feet) remains either in contact with or directly above the centre line.

11.2.2.2 To touch the opponent's court with any part of the body above the feet is permitted provided that it does not interfere with the opponent's play.

11.2.3 A player may enter the opponent's court after the ball goes out of play

11.2.4 Players may penetrate into the opponent's free zone provided that they do not interfere with the opponents' play.

11.3 CONTACT WITH THE NET

11.3.1 Contact with the net by a player is not a fault, unless it interferes with the play.(*Rule 11.4.4, 23.3.2.3c, 24.3.2.3*)

11.3.2 Players may touch the post, ropes, or any other object outside the antennae, including the net itself, provided that it does not interfere with play.

11.3.3 When the ball is driven into the net and causes it to touch an opponent, no fault is committed.

11.4 PLAYER'S FAULTS AT THE NET

11.4.1 A player touches the ball or an opponent in the opponent's space before or during the opponent's attack hit.

11.4.2 A player interferes with the opponent's play while penetrating into the opponent's space under the net.

11.4.3 A player's foot penetrates completely into the opponent's court.

11.4.4 A player interferes with the opponent's play by (amongst others):

- touching the top band of the net or the top 80 cm of the antenna during his/her action of playing the ball, or
- taking support from the net simultaneously with playing the ball, or
- creating an advantage over the opponent, or
- making actions which hinder an opponent's legitimate attempt to play the ball

12.1 FIRST SERVICE IN A SET

12.1.1: The first service of the first set, as well as that of the deciding set (the 3rd or 5th) is executed by the team determined by the toss (*Rule 7.1*).

12.1.2: The other sets will be started with the service of the team that did not serve first in the previous set.

12.2 SERVICE ORDER

12.2.1 The players must follow the service order recorded on the line-up sheet (*Rule 7.3.1 & 7.3.2*).

12.2.2 After the first service in a set, the player to serve is determined as follows:

12.2.2.1 When the serving team wins the rally, the player (or his/her substitute) who served before, serves again.

12.2.2.2 When the receiving team wins the rally, it gains the right to serve and rotates before actually serving. The player who moves from the front right position to the back-right position will serve. (*Rule 6, 1, 3 & 7.6.2*)

13.1 CHARACTERISTICS OF THE ATTACK HIT

13.1.1 All actions which direct the ball towards the opponents, with the exception of service and block, are considered as attack hits.

13.1.2 During an attack hit, tipping is permitted only if the ball is cleanly hit, and not caught or thrown.

13.1.3 An attack hit is completed the moment the ball completely crosses the vertical plane of the net or is touched by an opponent.

13.2 RESTRICTIONS OF THE ATTACK HIT

13.2.1 A front-row player may complete an attack hit at any height, provided that the contact with the ball has been made within the player's own playing space (except Rule 13.2.4).

13.2.2 A back-row player may complete an attack hit at any height from behind the front zone:

13.2.2.1 at his/her take-off, the player's foot(feet) must neither have touched nor crossed over the attack line;

13.2.2.2 after his/her hit, the player may land within the front zone (Rule 1.4.1).

13.2.3 A back-row player may also complete an attack hit from the front zone, if at the moment of the contact part of the ball is lower than the top of the net. (Diagram 8).

13.2.4 No player is permitted to complete an attack hit on the opponents' service, when the ball is in the front zone and entirely higher than the top of the net.

13.3 FAULTS OF THE ATTACK HIT

13.3.1 A player hits the ball within the playing space of the opposing team (Rule 13.2.1).

13.3.2 A player hits the ball "out" (Rule 8.4).

13.3.3 A back-row player completes an attack hit from the front zone, if at the moment of the hit the ball is entirely higher than the top of the net (Rule 13.2.3).

13.3.4 A player completes an attack hit on the opponent's service, when the ball is in the front zone and entirely higher than the top of the net (13.2.4).

14.1 BLOCKING

14.1.1 Blocking is the action of players close to the net to intercept the ball coming from the opponent by reaching higher than the top of the net, regardless of the height of the ball contact. Only front-row players are permitted to complete a block, but at the moment of contact with the ball, part of the body must be higher than the top of the net.

14.1.2 Block Attempt

A block attempt is the action of blocking without touching the ball.

14.1.3 Completed Block

A block is completed whenever the ball is touched by a blocker (*Diagram 7*).

14.1.4 Collective Block

A collective block is executed by two or three players close to each other and is completed when one of them touches the ball.

14.2 BLOCK CONTACT

Consecutive (quick and continuous) contacts may occur by one or more blockers provided that the contacts are made during one action.

14.3 BLOCKING WITHIN THE OPPONENT'S SPACE

In blocking, the player may place his/her hands and arms beyond the net provided that this action does not interfere with the opponents' play. Thus, it is not permitted to touch the ball beyond the net until an opponent has executed an attack hit.

14.4 BLOCK AND TEAM HITS

14.4.1 a block contact is not counted as a team hit. Consequently, after a block contact, a team is entitled to three hits to return the ball. (*Rule 9.1*)

14.4.2 The first hit after the block may be executed by any player, including the one who has touched the ball during the block.

Volleyball Peer Evaluation

Student: _____

Peer Assessor: _____

Set/Volley

Uses their legs by bending and extending their knees	1	2	3
Moves their feet to position the ball	1	2	3
Uses finger tips to set the ball, not letting it touch their palms	1	2	3
Sets the ball at their forehead	1	2	3
Makes a triangle with their pointer fingers and thumbs	1	2	3

Bump

They move their feet so that their hips are 'squared' to where they want the ball to go	1	2	3
Use their legs by bending and extending their knees rather than swinging their arms	1	2	3
The ball hits them on their 'platform' not their hands	1	2	3
The ball will also go to the intended target	1	2	3

Underhand Serve

The opposite foot comes forward to serve	1	2	3
The swinging arm remains straight	1	2	3
Contact with the ball occurs on the heel of the wrist	1	2	3
The ball is not tossed up to make contact	1	2	3
The ball goes over the net and lands in the court	1	2	3

Volleyball Knowledge Assessment

[illegible]

UNIT: Volleyball
TOPIC: Setting
GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

SPECIFIC LEARNING OUTCOMES:

- K.1.6.C.2: Use activity-specific terminology (e.g., bump, volley, set, serve...) associated with selected lead-up games and physical activities.
- K.1.6.C.3: Identify simple offensive and defensive strategies (e.g., marking an opponent, formations...) employed in lead-up games of different sports.
- S.1.6.A.2: Perform manipulation skills, applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance.
- K.1.7.C.1: Identify the importance of following rules (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) of selected sports and games
- K.1.7.C.2: Show and understanding of the specific terminology associated with selected sports and games, including territory/invasion (e.g., lacrosse, soccer...), striking/fielding type activities (e.g., baseball, cricket...) and net/wall (volleyball, tennis...)
- S.1.7.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.
- K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn" in curling...)
- K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- What does setting/volleying in a volleyball game mean?
- How do I set/volley and what does it look like?

ENDURING UNDERSTANDINGS (Students will understand that...):

- Why setting occurs in a game
- The specific techniques used for setting
- What a 'setter' will look like when they are setting

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute a set (See Performance Indicators)

STUDENTS WILL BE ABLE TO:

- Correctly execute a set using proper techniques and skills learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):**ASSESSMENT STRATEGY** (performance task, observation, checklist, etc)

- Observation on sets (see performance indicators)
- Students will self-assess based on performance indicators throughout the lesson

ASSESSMENT CRITERIA (achievement indicators):

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly
- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)
- Player sets the ball at their forehead
- Player gets the ball high rather than forward

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of assessment criteria for setting. Students will self-assess based on the same criteria.

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work,

extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVIATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm-up routine
- Bird on a wire (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Students will gather around the whiteboard and survey students to find out if anybody has played volleyball before.
- Teacher will explain that setting (or volleying) is one of the two types of passes players can use in a volleyball game (it is also the easier of the two)
- Teacher will thoroughly explain the criteria for a proper set in volleyball (see performance indicators)
- Teacher will emphasize that when setting, the main goal is to get the ball high up rather than forward
- Teacher will demonstrate each individual criteria for the students to ensure they can visualize what a set should look like
- Teacher will correctly execute a set for students

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will practice setting individually against the wall or to themselves (teacher will be rotating and observing)
- Students can self-assess and correct their mistakes

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive sets)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during sets

Musical/Rhythmical: rhythm for sets, music may be played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 20 – 30 volleyballs (soft, lite & official)

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball
TOPIC: Setting
GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Fitness Management: Students will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

SPECIFIC LEARNING OUTCOMES:

K.1.6.B.3: Design movement sequences that show contrast in qualities of movement (e.g., levels, pathways [open space], directions...) and formations (e.g., lines or '4/5 man bowl'...) performed in a group.

S.2.6.A.1.a: Participate in exercises/activities (e.g., course for agility...) designed to improve and maintain personal fitness associated with health - related and skill related fitness components.

K.1.7.B.3: Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., get the ball into an open space...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)

K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn' in curling...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How do I set/volley and what does it look like?

ENDURING UNDERSTANDINGS (Students will understand that...):

- The specific techniques used for setting
- What a 'setter' will look like when they are setting

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute a set (See Performance Indicators)

STUDENTS WILL BE ABLE TO:

- Correctly execute a set using proper techniques and skills learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation on sets (see performance indicators)
- Students will self-asses based on performance indicators throughout the lesson

ASSESSMENT CRITERIA (achievement indicators):

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly
- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)
- Player sets the ball at their forehead
- Player gets the ball high rather than forward

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of assessment criteria for setting. Students will self-assess based on the same criteria.

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVIATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm-up
- Poly-dot activity (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Teacher will recall prior knowledge from students
- Teacher will have all students demonstrate a correct set
- To prompt students teacher will ask "if you were explaining setting to a kid who didn't know what it was, what would you say?".
- Teacher will remind students to stand in ready position with their targets showing
- Students will practice sets individually on the wall or to themselves

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- After some practice, the teacher will remind students that the aim of setting is to get the ball high for their teammates
- Teacher will ask students to practice sets (ABC's – each set is a letter)
- Students will practice setting in partners (they can self-assess and peer evaluate)
- Students will be placed in groups of 3 or 4 and will practice sets together (aiming high for the next person). Students should try calling for the ball to avoid collisions and prepare for a game situation

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive sets)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during sets

Musical/Rhythmical: rhythm for sets, music may be played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 20 – 30 volleyballs (soft, lite and official)
- approximately 40 poly dots
- 20 – 30 juggling balls

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball
TOPIC: Bumping
GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

SPECIFIC LEARNING OUTCOMES:

- K.1.6.A.1: Recognize that there are different applications of the basic movement skills to different physical activities (e.g.: striking skills used volleyball...)
- K.1.6.C.2: Use activity-specific terminology (e.g., bump, volley, set, serve...) associated with selected lead-up games and physical activities.
- K1.7.A.1: Recognize characteristics of selected movement skills and patterns (e.g., underhand throwing pattern...) as applied in physical activities including invasion and fielding-type activities (e.g., underhand volleyball serve...)
- K.1.7.C.2: Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion (e.g., lacrosse, soccer...), striking/fielding type activities (e.g., baseball, cricket...) and net/wall (volleyball, tennis...).
- K.1.8.A.1: Recognize characteristics selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target activities (e.g., volleyball..)
- K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)
- S.1.8.A.1: Perform combinations of transport, manipulation and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), applying mechanical principles (e.g., force, motion, balance...) for control.

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- What does bumping mean?
- How do I bump a volleyball?

ENDURING UNDERSTANDINGS (Students will understand...):

- Why we bump a volleyball in a game
- The specific techniques used for bumping
- What a player should look like while they are bumping correctly

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute a bump (see performance indicators)

STUDENTS WILL BE ABLE TO:

- Execute a bump using proper techniques and skills learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):**ASSESSMENT STRATEGY (performance task, observation, checklist, etc)**

- Observation of bumping (see performance criteria)
- Students self-assessment based on criteria

ASSESSMENT CRITERIA (achievement indicators):

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of bumping criteria
- Student self-assessment on criteria

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm – up
- Practice sets on own or with partner
- Yoshi (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Teacher will have students gather around the white board and explain bumping in volleyball (performance indicators)
- Teacher will demonstrate each individual indicator
- Teacher will correctly execute/demonstrate a bump

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will practice bumping individually against the wall (easier then to self)
- Students will practice bumping individually to themselves. They may stay in one place, or they may try and follow a line
- Students will be reminded to get the ball high (basketball net height) if they are bumping against a wall

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 20 – 30 volleyballs (soft, lite & official)
- 2 colours of pinnies (10-15 each)
- 4 mats

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball

TOPIC: Bumping

GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Fitness Management: Students will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.
- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.
- Personal and Social Management: Students will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

SPECIFIC LEARNING OUTCOMES:

K.1.6.C.4: Identify examples of fair play and good teamwork by others (e.g., shows respect for all players, makes encouraging remarks to other players...) in different physical activities.

K.2.6.C.4: Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others.

K.4.6.B.2b: Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others.

K.1.7.C.3: Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities.

S.3.7.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

K.1.8.C.4: Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports.

S.3.8.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How do I bump a volleyball?

ENDURING UNDERSTANDINGS (Students will understand that...):

- The specific techniques used for bumping
- What a player should look like while they are bumping correctly

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute a bump (see performance indicators)

STUDENTS WILL BE ABLE TO:

- Execute a bump using proper techniques and skills learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of bumping (see performance criteria)
- Students self-assessment based on criteria

ASSESSMENT CRITERIA (achievement indicators):

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of bumping criteria
- Student self-assessment on criteria

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm- up
- Bumps and sets individually
- Modified Handball Activity (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Students will recall prior knowledge on bumping
- Students will demonstrate their criteria
- Teacher will re-demonstrate a correct bump
- Teacher will remind students of platform and ready position

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will practice bumping the ball individually against the wall or to themselves
- Students will practice their bumps in ABC's (try to get Zed)
- Students will practice bumping in partners (self assessment, and peer assessment on bumping criteria)
- Students will be separated into groups of 3 or 4 to practice bumping. They will be reminded to get the ball high for their teammates, and practice calling the ball to avoid collisions and practice for a game situation.

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 20 – 30 volleyballs (soft, lite & official)
- 4 colours of pinnies (5-10 of each)
- 2-4 gator skin balls

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook
-

REFLECTION:

UNIT: Volleyball

TOPIC: Bumping & Setting Practice

GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.
- Personal and Social Management: Students will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

SPECIFIC LEARNING OUTCOMES:

K.3.6.A.1: Show an understanding of safe practices (e.g., take turns, position self at a safe distance from others, be respectful of varying ability levels...) when helping others while practicing in regular or modified physical activities.

S.4.6.A.3: Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...)

K.4.6.B.1b: Recognize personal participation and responsibility (e.g., respect and acceptance of individual differences, awareness of social norms and values, concerns and compassion for others, cooperation, motivation to solve interpersonal problems...) in different contexts.

K.4.7.B.1a: Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...)

S.4.8.A.3: Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How do I bump a volleyball?
- How do I set a volleyball?

ENDURING UNDERSTANDINGS (Students will understand that...):

- The specific techniques used for setting and bumping a volleyball
- What a 'setter' will look like when they are setting
- What a player looks like when they are bumping

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute a bump and a set (see performance indicators)

STUDENTS WILL BE ABLE TO:

- Correctly execute a set and/or bump using proper techniques and skills learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of bumping and setting (see performance criteria) and participation level.
- Students self-assessment based on criteria for both bumping and setting

ASSESSMENT CRITERIA (achievement indicators):

Bumping

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

Setting

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly
- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)

- Player sets the ball at their forehead
- Player gets the ball high rather than forward

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of bumping and setting (see criteria)
- Student self-assessment on criteria for bumping and setting

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm- up
- Bumps and sets
- 52 card pick up (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Recall prior knowledge of bumps and sets
- One or two students can demonstrate

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will practice ABC bumps and sets with a partner facing each other
- Students will practice bumps and sets over the net to their partner, aiming for where their partner is standing
- Students can try ABC's over net, or just focus on getting it high enough to get over
- Make this a competition between pairs. How many consecutive can a pair get?

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 20 – 30 volleyball (soft, lite & official)
- 2 volleyball courts
- 2 volleyball nets/4 posts
- 1 deck of cards (all cards of each suit)

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball

TOPIC: Bumping and Setting

GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.
- Personal and Social Management: Students will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

SPECIFIC LEARNING OUTCOMES:

S.3.6.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

S.4.6.A.3: Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...)

S.4.7.A.3: Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.

S.4.8.A.3: Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How do I bump a volleyball?
- How do I set a volleyball?

ENDURING UNDERSTANDINGS (Students will understand that...):

- The specific techniques used for setting and bumping a volleyball
- What a 'setter' will look like when they are setting
- What a player looks like when they are bumping

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute a bump and a set (see performance indicators)

STUDENTS WILL BE ABLE TO:

- Correctly execute a set and/or bump using proper techniques and skills learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of bumping and setting (see performance criteria)
- Students self-assessment based on criteria for both bumping and setting

ASSESSMENT CRITERIA (achievement indicators):

Bumping

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

Setting

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly
- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)
- Player sets the ball at their forehead
- Player gets the ball high rather than forward

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of bumping and setting (see criteria) and participation level.

- Students self-assessment based on criteria for both bumping and setting

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily Warm up
- Bumps and sets
- Chicken Coop (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Reminder of bumps and sets
- Practice bumps and sets with partner over net

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- ABC's with partner
- "Pepper" consecutive bump, set, bump with partner, Point is scored if the other person misses or drops the ball
- Game like situation: 6 – 8 people on each side of net (varies depending on class size). 3 passes to get the ball over the net (bumps and sets only) – if there is time at the end

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 20 – 30 volleyball (soft, lite & official)
- 2 volleyball courts
- 2 volleyball nets/4 posts
- Rubber Chickens (amount depends on number of students)
- Scooters (1 per person)
- 2 Hoola Hoops

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball

TOPIC: Underhand Serving

GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living

SPECIFIC LEARNING OUTCOMES:

K.1.6.B.2: Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., underhand serve with preparatory steps, full backswing, body square, and follow through...)

K.1.6.C.2: Use activity-specific terminology (e.g., bump, volley, set, serve...) associated with selected lead-up games and physical activities.

S.3.6.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

K.1.7.B.2: Identify the biomechanical concepts for efficient movement (i.e., leverage) as it relates to striking activities (e.g., shorter radius of rotation reduces force, as lightly spiking a serve...)

K.1.7.C.2: Show and understanding of the specific terminology associated with selected sports and games, including territory/invasion (e.g., lacrosse, soccer...), striking/fielding type activities (e.g., baseball, cricket...) and net/wall (volleyball, tennis...).

S.1.7.A.2: Perform manipulation skills, applying mechanical principles (e.g., length of lever, range of motion, number of body segments, application of force...) for consistency.

S.3.7.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

K.1.8.B.2: Identify the biomechanical concepts for efficient movement (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral)

K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)

S.1.8.A.2: Perform combinations of manipulation skills, applying principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control.

S.1.8.B.1: Apply functional use of selected and/or specific movement skills (forehand, underhand strokes...) in a variety of individual/dual games/sports, including net/wall (e.g., volleyball...) and target-type activities (e.g., miniature golf, bowling...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How do I underhand serve?
- What does a correct underhand serve look like?

ENDURING UNDERSTANDINGS (Students will understand that...):

- Why we use underhand instead of overhand serves in middle years physical education
- Specific skills and techniques to correctly execute an underhand serve

STUDENTS WILL KNOW:

- The proper skills and techniques to correctly complete an underhand serve (see performance indicators)

STUDENTS WILL BE ABLE TO:

- Serve underhand using skills and techniques learned

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of underhand serving (see criteria)
- Student self-assessment based on criteria

ASSESSMENT CRITERIA (achievement indicators):

- Player stands with their hips and shoulders squared to the net
- The ball is held at about hip/belly button height
- The opposite foot of the swinging arm comes forward
- The swinging arm remains straight during the pendulum motion
- The ball is not tossed up to make contact, rather it sits on a steady hand (like a tee in golf/baseball)
- Contact with the ball occurs on the heel of the wrist (the hard part of the wrist)
- The ball goes over the net and lands in the court

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of underhand serves
- Students will self-assess based on the serving criteria

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm- up routine
- Bumps and sets
- Clean house/battle ball (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Teacher will have students gather around the whiteboard and explain underhand serves (proper criteria)
- Reminder – don't serve towards the roof, aim for just over the net
- Teacher will demonstrate body positioning during each step

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will practice serves against the wall (serve, catch and serve again)
- Students will serve to their partners over the net

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 2 volleyball courts
- 2 volleyball nets
- 20 – 30 volleyballs (soft, lite & official)

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball

TOPIC: Beach Ball Games

GRADE: 6-8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.

SPECIFIC LEARNING OUTCOMES:

K.1.6.B.3: Design movement sequences that show contrast in qualities of movement (e.g., levels, pathways [open space], directions...) and formations (e.g., lines or '4/5 man bowl'...) performed in a group.

S.1.6.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

S.3.6.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

K.1.7.B.3: Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., get the ball into an open space...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)

K.1.7.C.3: Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities.

S.1.7.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

K.3.7.A.1: Determine safety rules, routines, and procedures related to selected activities, including invasion and fielding-type activities (e.g., no spiking in volleyball...)

K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn' in curling...)

K.1.8.C.1: Examine the reasons for rules and for adaptations of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment or walls...) of selected sports and games.

K.1.8.C.3: Describe common strategies used in various games, including net/wall and target activities (e.g., positioning for serve reception, speed, and control of the projectile...)

S.3.8.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How do I use my volleyball skills in a game situation?

ENDURING UNDERSTANDINGS (Students will understand that...):

- How to bump, set and underhand serve in a game-like situation

STUDENTS WILL KNOW:

- How to use their learned volleyball skills in a game

STUDENTS WILL BE ABLE TO:

- Correctly execute bumps, sets and underhand serves in a game situation

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation: proper form and technique during the game

ASSESSMENT CRITERIA (achievement indicators):

- See performance indicators for bumping, setting and underhand serving

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: observation of bumping, setting and serving criteria.
- Students self-assess their skills

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm up
- Bumps and sets

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Students will practice "Pepper" with their partner
- Teacher will gather students and explain rules, boundaries (on both types of courts) and number of players (rotations will happen another day).
- Refing – in, out, signal to serve, point (have students practice all signals so they can ref)

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Leave a lot of time for students to play for practice!
- Students will play beach ball games while working on all of the skills and techniques learned previously in the unit
- Beach balls will be used for this lesson to increase the playing time. They also float longer which will help students with reaction time.

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 2 volleyball courts
- 2 volleyball nets
- 20 – 30 volleyballs (soft, lite & official)
- 2 – 4 beach balls
- 2 hand whistles

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball
TOPIC: Rotations
GRADE: 6 – 8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.

SPECIFIC LEARNING OUTCOMES:

K.1.6.B.3: Design movement sequences that show contrast in qualities of movement (e.g., levels, pathways [open space], directions...) and formations (e.g., lines or '4/5 man bowl' ...) performed in a group.

S.1.6.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

S.3.6.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

K.1.7.B.3: Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., get the ball into an open space...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)

K.1.7.C.3: Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities.

S.1.7.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

K.3.7.A.1: Determine safety rules, routines, and procedures related to selected activities, including invasion and fielding-type activities (e.g., no spiking in volleyball...)

K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn' in curling...)

K.1.8.C.3: Describe common strategies used in various games, including net/wall and target activities (e.g., positioning for serve reception, speed, and control of the projectile...)

S.1.8.B.2: Apply functional use of selected and/or specific movement skills (e.g., volleying...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling).

K.3.8.A.1: Determine safety rules, routine and procedures related to a selected specific activity, including net/wall and target activities (e.g., not entering a court when play is in progress, retrieving a ball on a signal...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How does a team rotate during a volleyball game?

ENDURING UNDERSTANDINGS (Students will understand that...):

- There are 6 positions (people) on each side of the court
- The direction the positions rotate (clockwise always) and when/why a team rotates
- The courts are opposite (e.g., back right corner is always the server)

STUDENTS WILL KNOW:

- The 6 positions on the court and their opposing position on the opposite court
- Where to stand for each position
- When to rotate (loss then gain of serve, 5 consecutive serves, etc)

STUDENTS WILL BE ABLE TO:

- Rotate correctly in a game situation
- Stand in any position the teacher sends them to on either side of the court

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of rotations (see criteria)

ASSESSMENT CRITERIA (achievement indicators):

- Students can find any position (1-6) on their own or with minimal help from friends
- Students rotate clockwise
- Students rotate when gaining back the ball from loss of serve
- Students rotate after 5 consecutive serves from one side

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of students rotating positions during game

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm up
- Bumps and sets

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Recall how many people play on one team/ side of court
- Teacher will gather students at whiteboard and explain rotations (drawing a diagram of positions and rotation direction)
- Some students will be directed to a position on one side of the court, another 6 will be directed to positions on the opposing side (remaining students will be seated and watch the example demonstration of rotations.
 - o Rather than bumping and/or setting, students will catch the ball and pass it to each other (1 – 2, 2 – 3, 3 – over the net where person 1 on the other team catches the ball and repeats the process)
- Teacher will use examples as they happen (teaching moments). If a student drops a ball, if the ball goes out of bounds, 5 serves, when to rotate, etc
- Use beach balls to get accustomed

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will continue to use the skills in 2 games (the people who were sitting will be divided into teams, placed into spots that they must find)
- Due to the number of students per class, the games may not be 6 vs 6, so numbers/positions will change. Students must be aware that they will have more space to cover, that they will only have 'x' positions but that the rotation direction will remain the same.
- There needs to be a lot of time for this to ensure students are getting the hang of rotations.
- Use beach balls to get accustomed

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 2 volleyball courts
- 2 volleyball nets
- 20 – 30 volleyballs (soft, lite & official)
- 2 – 4 beach balls
- 2 hand whistles

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball
TOPIC: Rotations
GRADE: 6 – 8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Safety: Students will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.

SPECIFIC LEARNING OUTCOMES:

K.1.6.B.3: Design movement sequences that show contrast in qualities of movement (e.g., levels, pathways [open space], directions...) and formations (e.g., lines or '4/5 man bowl' ...) performed in a group.

S.1.6.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

S.3.6.A.1: Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment...) in selected activities.

K.1.7.B.3: Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., get the ball into an open space...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)

K.1.7.C.3: Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities.

S.1.7.B.3: Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.

K.3.7.A.1: Determine safety rules, routines, and procedures related to selected activities, including invasion and fielding-type activities (e.g., no spiking in volleyball...)

K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn' in curling...)

K.1.8.C.3: Describe common strategies used in various games, including net/wall and target activities (e.g., positioning for serve reception, speed, and control of the projectile...)

S.1.8.B.2: Apply functional use of selected and/or specific movement skills (e.g., volleying...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling).

K.3.8.A.1: Determine safety rules, routine and procedures related to a selected specific activity, including net/wall and target activities (e.g., not entering a court when play is in progress, retrieving a ball on a signal...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- How does a team rotate during a volleyball game?

ENDURING UNDERSTANDINGS (Students will understand that...):

- There are 6 positions (people) on each side of the court
- The direction the positions rotate (clockwise always) and when/why a team rotates
- The courts are opposite (e.g., back right corner is always the server)

STUDENTS WILL KNOW:

- The 6 positions on the court and their opposing position on the opposite court
- Where to stand for each position
- When to rotate (loss then gain of serve, 5 consecutive serves, etc)

STUDENTS WILL BE ABLE TO:

- Rotate correctly in a game situation
- Stand in any position the teacher sends them to on either side of the court

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of rotations (see criteria)

ASSESSMENT CRITERIA (achievement indicators):

- Students can find any position (1-6) on their own or with minimal help from friends
- Students rotate clockwise
- Students rotate when gaining back the ball from loss of serve
- Students rotate after 5 consecutive serves from one side

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: Observation of students rotating positions during game
- Student self and peer assessment of rotations

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm up
- Poly dot open space activity (see game sheet)

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Review of rotations using a volleyball (1st person catches, tosses to 2nd person, tosses it to 3rd person and over to 1st person who catches)

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will practice rotations using the skills learned in the previous class, and reviewed during the acquiring portion of the lesson plan
- Students will then be asked to try tossing it to themselves before bumping or setting to the next person still working on 3 passes and getting it over the net for a person to catch.
- The teacher will remind the students to get the ball high so the following person can catch it
- Provide the students with ample time for this activity to stimulate a game situation

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.
- After about 5 minutes of practice, students will then start to use a volleyball skill during their

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 2 volleyball courts
- 2 volleyball nets
- 20 – 30 volleyballs (soft, lite & official)
- 2 hand whistles

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

UNIT: Volleyball

TOPIC: Underhand Serving & Rotations

GRADE: 6 – 8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- Fitness Management: Students will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.
- Personal and Social Management: The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and daily with others, and to build positive relationships with others.

SPECIFIC LEARNING OUTCOMES:

K.1.6.C.3: Identify simple offensive and defensive strategies (e.g., marking an opponent, formations...) employed in lead-up games of different sports.

S.1.6.A.2: Perform manipulation skills, applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance.

K.2.7.C.3: Describe the purpose of a warm-up (e.g, increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cool-down (e.g., lowers heart rate gradually, prevention of dizziness/blood pooling, minimizes muscle stiffness/soreness...) for physical activity participation.

K.1.8.B.3: Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in volleyball...) and target-type activities (e.g., effort qualities in backswing and wrist action on 'out-turn" in curling...)

K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)

K.2.8.C.3: Identify three stages (i.e., indirect, direct, identical) of activity-specific warm-ups and examples of each stage for specific physical activities (e.g., a volleyball warm-up could include light running and bumps/sets with partners or individually...)

S.4.8.A.3: Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- Why do we warm up before physical activity?
- How do we correctly execute an underhand serve?

ENDURING UNDERSTANDINGS (Students will understand that...):

- We warm up before exercising to increase blood flow throughout our bodies; to prepare our heart, muscles, and nervous system for exercise; and to prevent injuries.
- Underhand serves must occur when the server is 'square' to the net, they have their opposite foot to serving hand, their body is leaning slightly forward, they are bent at the knees, they must hit the ball with a straight arm, they do not toss the ball before they hit it (like a golf tee).

STUDENTS WILL KNOW:

- 3 of the many important reasons to warm up before exercising (see enduring understandings)
- The proper skills and techniques to correctly execute an underhand serve (see enduring understandings)

STUDENTS WILL BE ABLE TO:

- Effectively warm up their bodies before exercise.
- Correctly execute an underhand serve using proper techniques and skills learned.

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation of underhand serves

ASSESSMENT CRITERIA (achievement indicators):

- Player stands with their hips and shoulders squared to the net
- The ball is held at about hip/belly button height
- The opposite foot of the swinging arm comes forward

- The swinging arm remains straight during the pendulum motion
- The ball is not tossed up to make contact, rather it sits on a steady hand (like a tee in golf/baseball)
- Contact with the ball occurs on the heel of the wrist (the hard part of the wrist)
- The ball goes over the net and lands in the court

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative assessment through observation of serving criteria
- Students will self- assess throughout the class of serving criteria

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- NONE

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm up
- Reminder/discussion "why do we warm up before exercise"?
- ABC bumps & sets (ONLY) – aim high

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Review UNDERHAND serves – see assessment criteria
- Battle ball (working on skills just reviewed)

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will work on underhand serves in a game setting (1 catch, 3 consecutive passes – mini games next class).

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- NONE

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: speaking, listening, viewing, representing

Mathematical/Logical: patterns (rotations & consecutive hits)

Visual/Spatial: visual during auditory explanation of underhand serve

Bodily/Kinesthetic: movement and fitness

Interpersonal: partner work, teamwork

Intrapersonal: self-assess during bumps, sets and serves

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 2 volleyball courts
- 2 volleyball nets
- 20 – 30 volley balls (*soft, lite and official*)
- 20 – 30 gator skin balls

SOURCES:

- Jodi Shachtay
- Jordana Etkin
- K – Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles

REFLECTION:

UNIT: Volleyball

TOPIC: Evaluation & Omnikin Volleyball

GRADE: 6 – 8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

SPECIFIC LEARNING OUTCOMES:

- K.1.6.C.1: Adapt the rules of lead-up games based on criteria pre-determined through problem-solving activities (e.g., rule changes for enhanced activity, safety and/or inclusivity...)
- K.1.6.C.2: Use activity-specific terminology (e.g., bump, volley, set, serve...) associated with selected lead-up games and physical activities.
- K.1.7.C.1: Identify the importance of following rules (i.e., safety, control, fair play...) of selected sports and games.
- K.1.7.C.2: Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion, striking/fielding and net/wall (volleyball...).
- K.1.8.C.1: Examine the reasons for rules and for adaptations of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment or walls...) of selected sports and games.
- K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- Can we demonstrate the skills taught throughout the unit to our peers?
- Can we use our volleyball skills in a variety of games, with different equipment?

ENDURING UNDERSTANDINGS (Students will understand that...):

- The specific techniques used to correctly execute a set, a bump and an underhand serve
- How to use skills they have learned and transfer them into different activities of the same category

STUDENTS WILL KNOW:

- The proper skills and techniques used to correctly execute the skills learned in volleyball
- How to transfer the skills taught with a volleyball to another type of ball activity

STUDENTS WILL BE ABLE TO:

- Correctly execute a set, a bump and an underhand serve
- Use the skills they have learned to play another type of net/wall game

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation on students bumps, sets and underhand serves
- Conferencing with students (describe 3 performance indicators of a set, a bump and an underhand serve)
- Observation on sets and/or two-handed hits in omnikin

ASSESSMENT CRITERIA (achievement indicators):

Bumping

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

Setting

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly

- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)
- Player sets the ball at their forehead
- Player gets the ball high rather than forward

Underhand Serve

- Player stands with their hips and shoulders squared to the net
- The ball is held at about hip/belly button height
- The opposite foot of the swinging arm comes forward
- The swinging arm remains straight during the pendulum motion
- The ball is not tossed up to make contact, rather it sits on a steady hand (like a tee in golf/baseball)
- Contact with the ball occurs on the heel of the wrist (the hard part of the wrist)
- The ball goes over the net and lands in the court
- Student hits omnikin ball with two hands at all times

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Formative: observation on performance indicators (see criteria)

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Daily warm- up
- Bumps and Sets
- Underhand serves

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Teacher will explain that students will be peer assessing their classmates.
- Teacher will go through and explain peer evaluation rubric (see attached)
- Teacher will let students know that bumps and sets will be done individually, to themselves or against a wall. While one person is being assessed, the evaluator will be watching for the performance indicators.
- Students will continue to complete the skill until the person evaluating asks them to switch to a new skill
- All students will serve at the beginning of the evaluation to ensure safety. We want all students to serve from the same side to avoid injury

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will complete the peer evaluation. There is no time limit, so they can work on it as long as they need
- Students will switch with their partner once all of the skills have been assessed
- Once a pair of students completes the peer evaluation, they will continue to practice their skills off to the side, avoiding the students still evaluating.
- Once all of the students have completed the evaluation, the teacher will explain omnikin volleyball.
- The rules for omnikin volleyball are: do not grab the ball by the fabric. One person bounces the ball to get underneath it and then tries to throw it over the net. You must hit the omnikin ball with two hands (bump or set) – if you hit it with one hand you will sit out. Once the ball is in the air, try to hit the ball over the net (most likely more than one person).
- NO SPIKING THE BALL

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps, sets, serves)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during activities & warm-up

Musical/Rhythmical: rhythm for bumps, sets and serves, music played in background

Interpersonal: teamwork, peer assessment

Intrapersonal: individual work

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 2 volleyball nets
- 2 volleyball courts
- 20 – 30 volleyballs
- 2 omniken balls
- peer evaluation rubric & pencils

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles

REFLECTION:

UNIT: Volleyball

TOPIC: Stations (Teacher Evaluation)

GRADE: 6 – 8

GENERAL LEARNING OUTCOME:

- Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures

SPECIFIC LEARNING OUTCOMES:

K.1.6.C.2: Use activity-specific terminology (e.g., bump, volley, set, serve...) associated with selected lead-up games and physical activities.

K.1.7.C.2: Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion, striking/fielding and net/wall (volleyball...).

K.1.8.C.2: Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)

ESSENTIAL QUESTIONS (The key questions we will answer are...):

- Can the students demonstrate the skills taught throughout the volleyball unit?
- Can the students describe performance indicators for the skills taught throughout the unit?

ENDURING UNDERSTANDINGS (Students will understand that...):

- There are many performance indicators for each skill.

STUDENTS WILL KNOW:

- A minimum of 3 performance indicators for each skill; bumping, setting and underhand serving.

STUDENTS WILL BE ABLE TO:

- Correctly execute a bump, a set and an underhand serve.
- Students will also correctly identify three performance indicators for each skill.

ASSESSMENT EVIDENCE (Assessment AS/FOR/OF Learning):

ASSESSMENT STRATEGY (performance task, observation, checklist, etc)

- Observation and conferencing on bumping, setting, and serving criteria

ASSESSMENT CRITERIA (achievement indicators):

Bumping

- Player uses their legs by bending and extending their knees rather than swinging their platform (arms)
- Players move their feet so they have their hips squared to where they want the ball to go
- Players hands are overlapping (their fingers are not interlocked) with their thumbs pointing downward
- Players arms are straight and their forearms are as close as they can be
- The ball hits the player on their platform, not their hands
- The ball often goes to the intended target

Setting

- Player uses their legs by bending and extending their knees rather than swinging their arms
- Player moves their feet to position themselves correctly so they are able to set correctly
- The players' body is facing the direction they want the ball to go (their hips and shoulders are square)
- Player makes a triangle target with their pointer fingers and thumbs
- Player uses fingertips to set the ball, not letting it touch palms (carry)
- Player sets the ball at their forehead
- Player gets the ball high rather than forward

Underhand Serve

- Player stands with their hips and shoulders squared to the net
- The ball is held at about hip/belly button height
- The opposite foot of the swinging arm comes forward
- The swinging arm remains straight during the pendulum motion
- The ball is not tossed up to make contact, rather it sits on a steady hand (like a tee in golf/baseball)
- Contact with the ball occurs on the heel of the wrist (the hard part of the wrist)
- The ball goes over the net and lands in the court

FORMATIVE/SUMMATIVE ASSESSMENT (how will assessment be used):

- Summative: Observation: Students will demonstrate bumping, setting and underhand serving for the teacher.
- Summative: Conferencing: Students will explain three performance indicators (each) for bumping, setting and underhand serving.

CONSIDERATION OF ASSESSMENTS FOR IEP STUDENTS (if any):

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

ACTIVATING STRATEGIES: PREPARING FOR LEARNING: (How will students activate & extend prior knowledge and make connections with what they know & what they will learn?)

- Warm up: 50 jumping jacks, 10 sit-ups and stretches in the centre of the gym, so the station equipment is out of the way for safety purposes

ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING: (How will students acquire new information or processes?)

- Teacher will go through and quickly explain what will happen at each station.
- Teacher will explain what will happen at the evaluation station (working in pairs, will demonstrate skills with partner)
- Teacher will explain specifically what she is looking for at evaluation station (reminding students that they completed the same evaluation with their peers the previous class)

APPLYING STRATEGIES: CONSOLIDATING LEARNING: (How will students apply, consolidate or extend the information or processes?)

- Students will move throughout the stations (approximately 2 minutes at each)
- Teacher will let students know when to switch stations
- Students will demonstrate volleyball related skills throughout all stations

ACCOMMODATIONS/MODIFICATIONS FOR EXCEPTIONAL LEARNERS:

- Additional time to practice skills, further explanations/demonstrations of skills, one-on-one work, extra personal space, motivation, encouragement and confirmation of correct execution.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic: listening, reading, speaking, viewing and representing

Mathematical/Logical: patterns (consecutive bumps)

Visual/Spatial: visual demonstration, individual assessment

Bodily/Kinesthetic: movement during bumps & warm-up

Musical/Rhythmical: rhythm for bumps, music played in background

Interpersonal: teamwork

Intrapersonal: individual work, self-assessment

CROSS-CURRICULAR INTEGRATION:

- N/A

MATERIALS/EQUIPMENT:

- 1 volleyball court
- 1 volleyball net
- 20 – 30 volleyballs
- 4 hoola hoops & as many bean bags as possible
- 4 mats (stretches and abdominals)
- Reaction ball
- 4 skipping ropes (different lengths to accommodate for height differences)
- 2 tennis balls
- 2 balance boards
- 2 medicine balls (3 lb & 5 lb)

SOURCES:

- Jodi Shachtay, Cooperating Teacher, Stonewall Centennial School, October – November 2013
- Jordana Etkin
- K-Senior 4 Physical Education/Health Education: Manitoba Framework of Outcomes for Active Healthy Lifestyles
- Volleyball Canada Rulebook

REFLECTION:

VOLLEYBALL STATION DAY

STATION 1 – Bean Bag Shuffle

- Students will shuffle between two hula-hoops ensuring that they are staying low to the ground
- The object of this station is to move the bean bags from one hoop to another before your partner
- This will ensure that they are working on their ready position and can show quick movements

STATION 2 – Reaction Ball

- Students will use the reaction ball to help with quick movements
- The reaction ball will continuously provide students with chances to move from their central position.
- It is important students stay low for this station

STATION 3 – Bumps and Sets

- Students will work on bumps and sets with their partner
- This will act as a practice round for the evaluation station, which follows.

STATION 4 – Volleyball Evaluation

- Students will show the teacher their volleyball skills and describe their knowledge of each skill.
- The teacher will ask the students to describe three performance indicators for each skill
- The teacher will then observe students bumping, setting and underhand serving.
- Students will complete the skills together
- Teacher may ask to see skill individually from partner

STATION 5 – Wall Touches/ Net Blocks

- Students will practice wall jumps and blocking at this station.
- The objective is to get students in the habit of always using their knees in play rather than standing tall.
- This will help students work on their low body positioning

STATION 6 – Skip Rope

- Students will skip rope at this station to build their cardiovascular endurance.
- The objective at this station is to increase the time students are active to ensure they have stamina to last an entire game

STATION 7 – Wall Ball

- Students will play wall ball to work on agility and quick passes.
- Students will use this station for individual work, not team work (which is a variation of actual wall ball rules)

STATION 8 – Stretching

- At this station, students will stretch.
- This station is meant for dynamic and static stretches to ensure no muscle injuries

STATION 9 – Mountain Climbers

- Students will complete mountain climbers to peak their cardiovascular endurance.
- Much like skipping rope, the objective is to increase the time students are active to increase stamina

STATION 10 – Abdominals

- Students will do sit-ups with their partner using a medicine ball (3 or 5 lbs)
- This will help strengthen the core to ensure students have a straight upper body with playing offense and defense.

STATION 11 - Balance Boards

- Students will use balance boards to improve their balancing skills.
- Although this skill is not directly related to volleyball, it can be categorized with overall healthy and stability. Important factors for athletes.

STATION 12 – Rest/ Water

- It is important for all athletes to stay hydrated throughout physical activity.
- This station will encourage students to drink some sips of water and rest until they move on to the next station.