

FOCUS►

Subfocus►

VOLLEYING UNDERHAND

Space Awareness, Force

Grades K-2

This is an introductory lesson for kindergarten and a review lesson for grades 1 and 2.

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Volleys a lightweight object (balloon), sending it upward (S1.E22.K)
- Volleys an object with an open palm, sending it upward (S1.E22.1)
- Volleys an object upward with consecutive hits (S1.E22.2)

Critical Elements for Volleying (Underhand)

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface of hand for contact with the ball or object.
- Contact with ball or other object made between knee and waist level.
- Follow through upward and to the target.

Lesson Objectives

The learner will:

- Volley a balloon with an open, flat palm
- Volley a balloon, sending it upward
- Volley a balloon with different body parts
- Volley a balloon upward with consecutive contacts (grade 2)

Safety Concern

Ensure that students have spatial awareness as they are visually tracking vertical flight of balloon or object.

Materials and Equipment

- Lightweight round balloons, one per student for K and grade 1
- Heavy, round balloons, one per student for grade 1
- Heavy balloons or small beach balls, one per student for grade 2

Introduction

Kindergarten: Today, we introduce a new skill, a new word for many of you—the volley. Any idea what that word means? To volley is to send an object upward or forward through the air by hitting it with a chosen body part. Today, we will volley with one hand.

Grades 1, 2: Last year you were introduced to a new skill, a new word in physical education—the volley. Who can tell the class what the word volley means? When I say the word volley, most of you immediately think of the sport of volleyball. The skill of volleying is also used as an underhand striking pattern for handball; with feet, head, and thighs in soccer; and in hacky sack. You will learn each of the different types of volley. Today, we will concentrate on the underhand striking pattern of a volley.

LEARNING EXPERIENCE: VOLLEYING UPWARD

Students are scattered in general space, each with an inflated balloon. Have students volley, or strike, the balloon with the preferred hand so that it travels upward. They catch it after each volley.

Cue: *Watch the balloon.*

- Demonstrate for the class the flat surface of the open hand and the upward motion of the arm for striking, emphasizing the flat surface and low to high action of the arm. Have students continue the single volley action, attempting to stay in self-space as they volley the balloon.

Cues: *Flat surface. Low to high (arm action).*

Grades 1, 2

- Volleying with the nonpreferred hand
- Volleying to a height above the head

LEARNING EXPERIENCE: CONSECUTIVE HITS

Students volley the balloon upward in self-space, keeping the volley pattern going (not catching the balloon).

Cues: *Low to high. Above the head. Contact directly underneath. Control the force (grades 1, 2).*

- Students try to volley five consecutive hits.
- Challenge students to count their consecutive hits for a personal best.

Remember that if the balloon touches the floor, the count begins anew.

LEARNING EXPERIENCE: DIFFERENT BODY PARTS

- Volleying the balloon with body part designated by you, catching after each volley (head, elbow, thigh, inside of foot, shoulder, nose)
- Volleying with a combination of designated body part and hand, such as, hand, head, hand, head; hand, elbow, hand, elbow

In the early stages of body part volleys, students can use the hand as the intermittent volley surface. Children enjoy head, nose, thigh, foot inside, foot outside, shoulder, and, just for fun, bottom!

Cue: *Self-space. Flat surface. Upward.*

Grade 2

Have students create a volley sequence with the skills they wish to highlight of their personal volleys. (Record on paper or digitally; place in portfolio.)

Cues for advanced volleys: *Foot to foot. Knee to foot.*

Assessment

- Observe critical elements.
- Place volley sequence in portfolio (grade 2).

Closure

- What was the focus of our lesson today?
- What part of the hand should contact the ball? Show me the correct hand position (open palm, flat surface).
- Show me the correct swing of the arms for the volley you did today.

Reflection

- Do the students contact the ball with open, flat palms?
- Do they track the balloon visually until they make contact?

Revisitation and review lesson on volleying: age-appropriate striking of a variety of lightweight balls such as beach, foam, and plastic balls as well as volleybirds and hacky sacks