

FOCUS►

Subfocus►

VOLLEYING OVERHEAD

Partner Relationships

Grade 5

Standard 1

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

Grade-Level Outcome

Volleys a ball using a two-hand overhead pattern, sending it upward to a target (S1.E23.5)

Critical Elements for Volleying (Overhead)

- Body aligned and positioned under the ball.
- Knees, arms, and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation.
- Ball contacts only the finger pads; wrists stay firm.
- Arms extend upward on contact; follow through slightly toward target.

Lesson Objectives

The learner will:

- Volley a lightweight ball consecutively with a partner over a net
- Volley a lightweight ball consecutively upward and forward to partners or targets in a small group

Materials and Equipment

- Plastic balls, one per student
- Volley trainers, one per two students, if available
- Tape line on wall at height of 6 to 7 feet (180 to 210 cm)
- Net or suspended stretch rope at height of 6 to 7 feet

Introduction

In previous lessons, you practiced the overhead volley from a self-toss and with a partner tossing. Today, you will practice the overhead volley in game-like situations. The overhead volley is one of the skills of volleyball—a game for middle school, recreational activities, and high school sports. Let’s begin with a review of the critical components of the overhead volley. Tell a partner two of the critical elements you remember about the overhead volley. Let’s share and see whether we remembered all of them.

LEARNING EXPERIENCE: REVIEW OF THE WALL VOLLEY

Demonstrate the wall volley and review the critical elements:

- Body is aligned under the ball.
- Knees, ankles, and arms are bent in preparation and extends on contact.
- Hands are rounded, and only finger pads are used to push the ball upward and to the wall.

Partners are positioned around the perimeter, facing the wall. Each set of partners has a plastic ball or volley trainer. As one partner volleys to the wall above the tape line, the other partner observes for the selected critical element (selected and called out by you).

Allow three turns of consecutive volleys before having partners change roles. Observe and provide feedback. Tell students that you are listening to the volleys and do not want to hear slaps or similar sounds.

LEARNING EXPERIENCE: PARTNER TOSS AND VOLLEY

Partners are positioned in general space. Partner A tosses the ball high to partner B, who volleys back to partner A, focusing on aligning the body under and behind the ball. After five tosses, partners change roles. (Remind students of the importance of a high toss; a toss that is not high enough will not result in an overhead volley.) The pattern is toss, volley, catch.

Cues: Under the ball. Finger pads, no palms. No slap or sound.

- Moving into position: Partner A now tosses the ball to the right, left, or a few steps in front of partner B so that the partner must move, align the body under the ball, and volley back to the partner.

Cue: Under the ball.

- Consecutive volleys to a partner: If your observation indicates that students are successfully volleying with body and hands in proper position and extension on contact, introduce consecutive partner volleys with a goal of three consecutive volleys with partner. The pattern is self-toss, volley, volley, volley, catch.

Cues: Good height to partner. Good volley in return.

LEARNING EXPERIENCE: PARTNERS OVER A NET

Partners face each other on opposite side of a net, approximately 4 to 5 feet (120 to 150 cm) from the net. Have students repeat the previous task with single volleys to a partner over a net, emphasizing using the legs for more power by bending and extending on contact. The pattern is toss, volley, catch.

Cues: Under the ball. Bend and extend legs.

- Introduce stepping forward and shifting weight as the volley is made to create the forward–backward stance. Students continue single volleys to partner over the net.

Cues: Toes to target. Behind the ball and square to target.

Consecutive Volleys With a Partner

Partner A tosses to self and then volleys to partner B, who volleys over the net with a goal of three consecutive volleys. The pattern is self-toss, volley, volley, volley, catch. Partner B then begins the series with the self-toss. Students continue series of three for several minutes as you observe for critical elements.

Cues: Quick feet. Under the ball. Forward and backward. Toes to target.

- Students continue series of three with emphasis on high volleys.

Cue: Bend and extend. Arms and legs.

Note: Introduce the following tasks only if you observe mastery of critical elements for consecutive volleys with a partner.

LEARNING EXPERIENCE: CONSECUTIVE VOLLEYS: TRIANGLES AND SQUARES

In groups of three (triangles) and four (squares), students volley the ball around the triangle or square with the overhead volley.

Criteria for Success:

- High volleys
- Under the ball
- Toes to target

LEARNING EXPERIENCE: CONSECUTIVE VOLLEYS: TWO AND TWO

Divide students into groups of four, two on each side of the net. Play begins with a self-toss and volley to partner. Allow several minutes for students to explore volleying over the net, volleying to a partner, and receiving a volley from a partner and then volleying over the net.

- As groups become comfortable with the volleys of the game, establish the rule that each partner must volley the ball before it goes back over the net.
- Cooperative volleys score 1 point over the net.
- After three minutes, partners rotate to another set for a new Two and Two volley challenge.

Cues: In position behind the ball. Toes to target, to the target player.

Assessment

- Observe critical elements and evaluate readiness for dynamic challenges.
- Suggested station assessment: Toss by a skilled thrower to student, who volleys the ball back to the tosser over a 7-foot (210 cm) net with consistency and mature pattern.

Closure

- What was the focus of our lesson today?
- What new challenges did we add to the overhead volley in this lesson?
- How do you feel about the new challenges as you become more skilled in the overhand volley?

Reflection

- Can students perform the overhead volley using the mature pattern with accuracy to a target or partner?
- Are they ready for more dynamic experiences? Are they ready for competitive experiences?