

## FOCUS➤

## VOLLEYING UNDERHAND, WITH A BOUNCE

### Subfocus➤

### Partner Relationships, Force, Space Awareness

### *Grades 3, 4; Grade 5 Application*

#### Standard 1

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

#### Grade-Level Outcomes

- Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, while demonstrating four of the five critical elements of a mature pattern (S1.E22.3)
- Volleys underhand, using a mature pattern in a dynamic environment (e.g., two square, four square, handball) (S1.E22.4)

#### Critical Elements for Volleying (Underhand)

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

#### Lesson Objectives

The learner will:

- Volley a ball with an underhand striking pattern, sending it forward to a wall
- Volley a ball with an underhand striking pattern, sending it forward over a line to a partner
- Volley a ball with an underhand striking pattern, sending it forward over a net to a partner
- Volley a ball with changes in force to create offensive strategies (grade 4)

#### Materials and Equipment

- Lightweight plastic balls, 8.5 inches (22 cm), one per student
- Wall space for volleying
- Tape lines on wall approximately 3 to 4 feet (90 to 120 cm) above floor
- Tape line on floor
- Low nets, optional

#### Introduction

*The last time you worked on the skill of volleying, you practiced the volley in self-space, keeping balloons, lightweight balls, and even hacky sacks and volleybirds in the air by always hitting them with a flat surface and always sending them upward. Today, we will introduce another type of volley: the volley of sending the ball forward and allowing one bounce between hits. This is the skill you use in four square at recess, the skill of handball games.*

#### **LEARNING EXPERIENCE: DROP, BOUNCE, VOLLEY**

With students standing in a circle, demonstrate as you review the correct position of the hand (open palm, flat surface) and introduce the forward and backward swing of the arms. Have students model the skill as you demonstrate and observe for correct arm action and hand position.

Cues: *Flat surface. Forward–backward stance.*

- Position students around the perimeter, facing the wall approximately 6 to 8 feet (2 to 2.5 m) from the wall, each with a ball for volleying. Have students perform single-hit volleys, sending the ball to the wall and catching it after each volley pattern. Demonstrate with this pattern: drop, bounce, hit, bounce, catch.

Cues: *Flat surface. Forward–backward stance.*

- Students continue single-hit volleys. Observe to learn whether you need to provide class or individual assistance. Have students target the wall area just above the tape line as they continue the single-hit volleys.

*Where on the ball do you need to make contact for it to travel forward and upward to the wall? (Discuss with the class the difference in contact for upward flight and contact for forward flight.)*

Cues: *Forward and backward arm swing. Follow through to target.*

- Challenge students to perform five single hits without making a mistake—ball travels to wall slightly above tape line and returns to sender with one bounce. Allow several minutes for students to explore amount of force needed for travel to the wall, bounce, and catch.

Cue: *Amount of force (as Goldilocks says, just right).*

## Assessment

Observe critical elements and provide individual assistance or reteaching as needed.

## LEARNING EXPERIENCE: CONSECUTIVE VOLLEYS

When students feel confident about single hits (target to wall, stance, flat surface), they begin consecutive hits. Remind class that not everyone has to be doing consecutive hits; single hits are acceptable until student is ready for practice of consecutive hits.

- Two consecutive hits: drop, bounce, volley, bounce, volley, bounce, catch.
- Challenge students to increase the number of consecutive hits by one after previous challenge is easy to perform, that is, three volleys, four volleys, and so on.

*Does the ball always come directly back to you? (Sometimes to the left, to the right, shorter distance in front.) Move your feet to be always in position behind the ball for the volley.*

Cue: *Quick feet.*

- Consecutive hits, alternating right and left hand (grade 4).

## Personal Best

Have students perform consecutive volleys to set a personal best—the highest number of volleys they can perform without making a mistake.

- Match or increase personal best
- Challenge for next day of practice: better than personal best

## LEARNING EXPERIENCE: WITH A PARTNER (COOPERATIVE)

Have students select a partner with whom they choose to work or with whom they have never worked (Standard 4). Students now perform consecutive volleys to the wall, alternating hits with partner.

Cue: *Space awareness (I hit, you hit).*

- Students try to perform five consecutive partner hits.
- They practice for highest cooperative score. Challenge students to achieve higher score of volleys with partner than volleys alone.

- Introduce sidearm striking pattern as students begin moving into different positions to volley the ball after the partner has hit. They do consecutive partner volleys with underhand or sidearm striking pattern depending on position of ball and body.

### **LEARNING EXPERIENCE: AGAINST A PARTNER (COMPETITIVE, GRADE 4)**

*Now the partner with whom you cooperated will be your competitive partner. You will still be doing consecutive, alternating hits, but you are now trying to volley the ball so that your partner has difficulty completing the volley.*

Allow time for several practice volleys, emphasizing accuracy for the each partner.

Students can use several offensive strategies:

- Changing the force of the volley—sometimes short, sometimes deep within the designated space
- Changing the height of the volley—sometimes high, sometimes just above the tape line
- Creating an angle with the volley—not hitting with a direct rebound pathway to the partner

### **Partner Choice: Cooperative or Competitive**

Allow three minutes for partners to play either a cooperative game for a high score or a competitive game (with or without a score).

- Partner decisions: boundaries, side, back, and on the wall; what determines a point (whether score is kept).
- Teacher decisions: Game must center on the underhand volley with a bounce; partners must alternate hits—no doubles.

Students switch partners or game choice at end of three minutes of playing time.

### **Handball Challenge (Grade 5)**

Older students may enjoy the challenge of playing different partners in the competitive game. Pair students for the first game. At the conclusion of each game, match the winners and the nonwinners for the next round of games. Writing partners' names on the whiteboard (flipchart) is helpful. Students then circle the winner (no score) and continue to find new partners (winners versus winners; nonwinners versus nonwinners).

Students enjoy a challenge day when they can replay partners or test the best, including you. Again, the competition is by choice. This competitive class challenge works equally well for over-the-line as well as against-the-wall volleying.

### **LEARNING EXPERIENCE: OVER A LINE, OVER A NET (GRADES 3-5)**

Students can practice all of the partner tasks over a line on the floor (two square, four square) or over a low net. The skill is the same—underhand volley with a bounce. Both net and line games provide excellent dynamic environments for practice of the underhand volley pattern (grades 3, 4) as well as the strategies of force and angles (grades 4, 5). Younger students enjoy creating new games with the underhand volley. Give all students the option of cooperative or competitive practice or play.

### **Assessment**

- Observe critical elements in isolation for formative assessment.
- Assess design of original games using the skill of the underhand volley (grade 3).
- Use authentic assessment in cooperative (grades 3, 4) and competitive (grades 4, 5) environments.

### **Closure**

- What was the focus of the lesson today?
- How was this volley different from the one you studied earlier?

- Model each of the critical elements, asking students to describe the correct performance of each, such as contact hand, arm swing, follow-through, and so on.
- Tell your neighbor your choice for the underhand volley—cooperative or competitive. Why?

*Challenge your friends to a game of two square or four square at recess to practice your underhand volley skills.*

## **Reflection**

- Are third graders approaching mature patterns of execution with the underhand volley with a bounce?
- Do fourth and fifth graders demonstrate mature patterns in the dynamic environments of game-like situations with partner?

Note: The lesson plan for the underhand volley, as with many of the skills lessons, presents more tasks and learning experiences than can be completed in a single lesson. Do not rush through the lesson to complete the lesson plan; you want to avoid being like the classroom teacher who is intent on completing the textbook with or without student learning. Student learning is the basis for advancing to the next level of complexity.