

LESSON 1: INTRODUCTION TO THE FOREARM PASS

Grade-Level Outcomes

Primary Outcomes

Two-hand volley: Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)

Two-hand volley: Two-hand-volleys with control in a dynamic environment. (S1.M17.7)

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- demonstrate the proper hand, arm, and body positioning for the forearm pass.
- perform a forearm pass from a dropped ball.
- perform a forearm pass from a ball tossed predictably to the performer.
- perform a forearm pass with a ball tossed unpredictably to the performer.

Equipment and Materials

- Volleyballs (mix of regulation and trainer volleyballs), 1 for every 2 or 3 students
- Cones, 4 for each group of students

Introduction

Today, we are going to start our module on volleyball.

Show a video clip of Olympic indoor volleyball.

As you can see, volleyball is a fast and fun sport to play. We will begin our module with one of the basic and most important skills, the forearm pass.

Instructional Task: Learning Hand Position for Forearm Pass

■ PRACTICE TASK

Teacher demonstrates proper arm, hand, feet, and body placement for the forearm pass.

In performing the forearm pass, what you are really doing is giving the volleyball a platform to rebound.

Extensions

- In pairs, one partner practices the stance while the other partner checks for proper positioning.
- Peer assessment: Use a checklist with the critical elements of the forearm pass position.

Refinement

To increase success, students should make a flat surface with their forearms.

Guiding questions for students:

- Where is your forearm?
- Why are forearms important in volleyball?
- What happens if your forearms are not flat? (Less control over where the ball goes.)

Student Choices/Differentiation

- Students can refer to the poster displayed in the gymnasium.
- Students can review the proper mechanics video.
- If students have success, they can mimic hitting a volleyball from their stance.

What to Look For

- Students make a fist with the left hand, thumb on top, and wrap the right hand around the fist, laying thumbs flat and parallel, with wrists and elbows hyperextended. This creates a platform for contacting the ball.
- Arms are away from body, feet shoulder-width apart, and knees bent (ready position).

Instructional Task:

Forearm Pass With Emphasis on Shoulder Shrug

■ PRACTICE TASK

Demonstrate the following: Performer kneels on one knee; partner holds the volleyball directly above performer's "platform"; ball is dropped and performer shrugs the ball back to tosser.

Guiding questions for students:

- Did you swing your arms? (No.)
- Why do you think you needed only to shrug your shoulders instead of swinging your arms? (Because of the force of the ball from gravity.)
- When the ball is coming with a lot of force (spiked ball), do you think you need to swing your arms or shrug your shoulders? (Shrug.) Why? (When the ball comes with force, the greater the force, the higher the rebound.)

Extension

In pairs, students take turns with the forearm pass shrug drill.

Refinement

Make sure that students are shrugging their shoulders and not swinging their arms.

Student Choices/Differentiation

- Performers may begin in a chair instead of kneeling; partner dropping ball may need to stand on a chair.
- Performers can choose a volleyball trainer or regulation-sized volleyball.
- Students may challenge themselves to shrug the ball directly to the tosser's hands.

What to Look For

- Proper hand and arm positioning before ball is dropped.
- Little to no arm movement (mostly shoulders).

Instructional Task: Forearm Pass in Grids

■ PRACTICE TASK

In grids, students work in pairs as you assign tasks in a controlled environment, moving toward an uncontrolled environment.

Call out a command. Students practice the task five times and then switch so that their partners can perform the same command. Call out another command.

Partners must cooperate by making good tosses. Partners also should encourage each other.

First: Toss the volleyball so that your partner can easily bump (shrug) it back to you for five hits.

Second: Toss the volleyball so that your partner has to take a quick step to the right to hit the ball.

Third: Toss the volleyball so that your partner has to take a quick step to the left to hit the ball.

Fourth: Toss the volleyball so that your partner has to take a quick step forward to hit the ball.

Fifth: Toss the volleyball so that your partner has to take a quick step back while still hitting with a forearm pass.

Extension

We now will move into a more game-like, or uncontrolled, setting. The partner tossing now should toss the ball using any of the previous commands, but do not let the hitter know which one you are going to use. Make sure that you still are tossing at the midsection and are using only the forehand or backhand shot. Switch after five tosses.

Repeat this extension until many students have had success.

Refinements

Stop the task and remind students of any of the following common errors:

- Students are shrugging their shoulders.
- Students are bending their knees and getting their bottoms down.
- Students assume the ready position before the toss.
- Tossers are not making appropriate tosses.

EMBEDDED OUTCOME: S4.M1.7. A good forearm pass begins with a good toss. Discuss with students the importance of cooperating with classmates and supporting them while they learn the skill by providing the best opportunities to learn with respectable tosses.

Student Choices/Differentiation

- Encourage students to discuss the distance that the performers feel will best help them learn.
- If the class is struggling with an extension, stay at that particular extension for a couple more rounds before moving to the next.
- Performers can choose a volleyball trainer or regulation-sized volleyball.
- Challenge higher-skilled students to pass ball directly to tosser.

What to Look For

- Toss is appropriate.
 - Contact point is the forearm, with arms extended away from body.
 - Little to no arm swing.
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Formal and Informal Assessments

- Informal assessments
- Peer assessments: critical elements of forearm pass checklist

Closure

- What are the critical elements of the forearm pass?
- Why should we shrug our shoulders instead of swinging our arms to hit?
- In what ways did you help your peers improve their volleyball skills today?

Great job on the first day of volleyball. We will review the forearm pass in our next class and learn the under-hand serve.

Reflection

- Did students have enough time to practice the forearm pass today?
- Were most students shrugging their shoulders?
- When students moved to uncontrolled tosses, did they maintain good form?
- Did students give good tosses to their partners?

Homework

If you have a volleyball or a soft ball at home, practice any of the forearm pass tasks that we performed in today's class. You also can view the videos and handouts on the school's physical education website if you need help with the critical elements of the forearm pass.

Resources

McManama, J., Hicks, L., & Urtel, M. (2010). *Physical education activity handbook*. 12th ed. San Francisco: Benjamin Cummings.

Internet keyword search: "Olympic volleyball highlights," "forearm pass volleyball"