

LESSON 7: PRACTICE DAY AND FOREARM STRIKE

Grade-Level Outcomes

Primary Outcomes

Striking: Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)

Two-hand volley: Two-hand-volleys with control in a small-sided game. (S1.M17.8)

Serving: Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)

Embedded Outcome

Accepting feedback: Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

Lesson Objectives

The learner will:

- review basic volleyball rules.
- practice the keep it alive and serve assessments.
- learn the overhead forearm strike.

Equipment and Materials

- Volleyballs: mix of foam, trainer, and regulation volleyballs
- Cones or tape for boundaries for serve test
- Net

Introduction

In our last class, we learned basic rules of volleyball. We will review these rules and practice our end-of-the-module assessments. We also will learn a new skill today called the overhead forearm strike.

Instructional Task: Review Rules

■ PRACTICE TASK

Review basic rules of volleyball with a PowerPoint. Be sure to cover:

- In and out calls
- Number of hits
- Serve rotations
- Scoring
- Improper serves
- Net and center line violations

Extension

Have students review videos of rule violations. Students can think, pair, and share after each video. Think, pair, share informal assessment.

Student Choices/Differentiation

Students may review handouts or pictures from the website.

What to Look For

Students know the basic rules of volleyball.

Instructional Task: Keep It Alive Assessment—Practice

■ PRACTICE TASK

Review the assessment protocol and rubric with students.

Have groups of four to six students practice the keep it alive assessment.

Extension

Have two groups work together. One group performs the assessment, and the second group uses the rubric to assess the first group. After the assessment, the assessing group shares its assessment and offers constructive feedback. The groups then switch roles.

EMBEDDED OUTCOME: S4.M2.8. Discuss with students the importance of offering their peers encouragement and feedback on their performance.

Guiding questions for students:

We all need feedback to improve performance. As a teacher, I can offer only so much feedback because we have so many students in the class. So, it's important that you help one another with feedback, as well.

- What can you do to offer encouragement to your peers?
- What can you do to offer feedback to your peers?

Student Choices/Differentiation

- Students may use different-sized volleyballs.
- Groups may vary space between players, according to skill level.
- Show students a video of students performing the assessment.

What to Look For

- Students are using proper form and controlling their passes.
- Students are calling for the ball.
- Students are using the rubric correctly and offering constructive feedback.

Instructional Task: Overhead Forearm Strike Over Net

■ PRACTICE TASK

Demonstrate the overhead forearm strike in volleyball.

Have students practice the strike without the ball.

Extension

In grids, students practice the overhead forearm strike from a standing position.

Guiding questions for students:

- What are the benefits of using the skill?
- When would you use the overhead forearm strike?

Refinement

Make sure that students are reaching all the way back to strike the ball.

Student Choices/Differentiation

- Students may use different-sized volleyballs.
- Students may vary the distance of the toss.

What to Look For

Students are using the critical elements of the overhead forearm strike (weight transfer, reaching back, open-hand contact, and follow-through).

Instructional Task: Serving Assessment—Practice

■ PRACTICE TASK

Review the assessment protocol and rubric with students.

Students practice their serves, trying to score points according to the assessment.

Extension

Create a rubric that includes the critical elements of the underhand serve to measure the process as well.

Student Choices/Differentiation

- Students may use different-sized volleyballs.
- Students may vary the distance of the serve.
- Show students a video of students performing the assessment.

What to Look For

Students are serving the ball correctly over the net.

Formal and Informal Assessments

- Think, pair, share informal assessment: Rules
- Keep It Alive assessment

Closure

- Why do we use the overhead forearm strike?
- Does everyone feel comfortable with the test protocols for the forearm pass and serve?
- Who has questions about how you will be graded?

Reflection

- Did students have success at both of the assessment practice tasks today?
- Did students use the overhead forearm strike properly?
- Did students display a good grasp of the rules?

Homework

Review the rules and both skills assessments for tomorrow's last day of the module. Practice the skills and be ready to perform the test tomorrow!

Resources

Lacy, A. (2015). *Measurement and evaluation in physical education and exercise science*. 7th ed. San Francisco: Benjamin Cummings.

South Carolina Physical Education Assessment Program. (2010). *Middle School Physical Education Assessment Manual*. South Carolina Alliance for Health, Physical Education, Recreation and Dance. www.scahperd.org/wp-content/uploads/2015/04/MS-Notebook-Final-Sept-23.pdf.

SOUTH CAROLINA PHYSICAL EDUCATION ASSESSMENT PROGRAM MIDDLE SCHOOL VOLLEYBALL

Assessment Task

Play a game of keep it alive using proper technique on forearm passes and overhead sets, communication with group members, moving to the ball, and returning to ready position.

Specific Protocol: Directions to Students

You will play a 5-minute game of keep it alive in circle formation, using forearm passes and overhead sets, in groups of five. You will start with a toss to someone in the circle, and play will continue until the ball hits the floor or is hit illegally. After 2½ minutes, the group should stop play and switch positions within the circle so that you are standing between different players. After changing positions, continue play. Communicate with the group that you are going to take a hit by calling the volleyball ("Mine," "I've got it") just before taking the hit. You will be assessed on your ability to execute effective forearm passes and overhead sets, communicate with your group that you will take the hit, move to the ball, and return to a ready position.

Criteria for Assessment

- The student demonstrates good form while using overhead sets and forearm passes.
- The student returns a playable ball effectively.
- The student communicates with group members during play. (Calls the ball: "Mine," "I've got it," etc.)
- The student moves to the ball and returns to ready position after the hit.

Equipment and Facilities

One half of a volleyball court or a marked 30- × 30-foot (9 × 9 m) square per group
Two volleyballs (trainer or official) to ensure uninterrupted play

Camera Location and Operation

The camera may be placed at a high level, such as the bleacher area, or on the floor, approximately 12 feet (3.5 m) from the 30- × 30-foot square and centered on the circular group. Keep the camera stationary and recording once play has started. Each group should be recorded for 5 minutes.

Testing Situation

Read the testing protocol to the group of students being tested. Give each group 5 minutes to warm up. Start each group and the camera at the same time. Be sure that player positions in the circle are switched after 2½ minutes so that neither weak nor strong players are placed at a disadvantage.

South Carolina Physical Education Program Assessment

Middle School Volleyball Assessment Task Scoring Rubric

Level 3

- Consistently uses overhead sets and forearm passes showing good form*
- Consistently returns a playable ball effectively
- Consistently communicates with group members during play
- Consistently moves to the ball and returns to a ready position

Level 2

- Usually uses overhead sets and forearm passes showing good form
- Usually returns a playable ball effectively
- Usually communicates with group members during play
- Usually moves to the ball and returns to a ready position

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Level 1

Sometimes uses overhead sets and forearm passes showing good form

Sometimes returns a playable ball effectively

Sometimes communicates with group members during play

Sometimes moves to the ball and returns to a ready position

Level 0

Rarely uses overhead sets and forearm passes showing good form

Rarely returns a playable ball effectively

Rarely communicates with group members during play

Rarely moves to the ball and returns to a ready position

*Good form is identified using the following performance cues:

Overhead Set

Knees bent to straight

Window overhead

Elbows out (chicken wings)

Extension and follow-through

Forearm Pass

Knees bent to straight

Arms extended, hands together

Forearm hit and shoulder shrug

Follow-through: arms below shoulders

South Carolina Physical Education Assessment Program Volleyball Summary Score Sheet

School: _____ Date Collected: _____

Teacher: _____ Semester: _____ Class Period: _____

Coder: _____ Date Coded: _____

Students must appear on this sheet in the order in which they appear on the videotape.

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