

## LESSON 5: REFINING SKILLS AND SERVING TACTICS

### Grade-Level Outcomes

#### Primary Outcomes

**Using tactics & shots:** Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)

**Serving:** Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)

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

#### Embedded Outcome

**Personal responsibility:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)

### Lesson Objectives

The learner will:

- continue to improve control of the forearm pass.
- serve with at least 70 percent accuracy during the serving review.
- learn and use basic serving strategies.

### Equipment and Materials

- Different-sized volleyballs
- Volleyball nets
- Cones or poly spots

### Introduction

*Today, we will work on controlling our forearm passes. Why do you think it is important to control our passes? We also will practice our serves and learn multiple serving strategies.*

## Instructional Task: Review Forearm Pass

### ■ PRACTICE TASK

In grids, students practice the forearm pass in controlled and uncontrolled environments.

#### Extension

Students may play a game of keep it alive, using only the forearm pass.

#### Refinement

For safety and to keep students from developing bad habits, when the ball is passed 2 to 3 feet (0.6 to 0.9 m) away from a partner, the game should be stopped and restarted with a toss.

#### Student Choices/Differentiation

Change distance of tosser, according to skill level.

#### What to Look For

- Students display critical elements of the forearm pass.
- Students are practicing in a controlled manner (no high-flying passes).

## Instructional Task: Forearm Pass to Yourself

### ■ PRACTICE TASK

To work on control, students practice forearm-passing to themselves.

In pairs, one student tosses the ball to a partner. The partner forearm-passes the ball just above his own head. When the ball comes down, the partner forearm-passes the ball back to the tosser, who catches the ball. Students rotate after five trials.

### Extension

Instead of the tossers catching the ball, they forearm-pass the ball to themselves and then pass it back to their partners. Students can see how many passes they can complete until the ball touches the ground.

### Refinement

Students must absorb the ball with a shoulder shrug. If they swing their arms, it is less likely that they will be able to control the ball to forearm-pass it where they want it to go.

### Student Choices/Differentiation

- If students are having difficulty with the task, have them go back to initial passing drills in grids.
- Students may use different-sized volleyballs.
- Vary the distance of the partners.

### What to Look For

- Students are shrugging the shoulders instead of swinging their arms.
- Ball is controlled after pass (students aren't chasing the ball all over the gym).
- Students are bending their knees and following through with the pass.
- Students are calling for the ball.

## Instructional Task: Review Serve

### ■ PRACTICE TASK

- Go over the critical elements of the underhand serve, and have students practice serving the ball to a partner.
- Students practice the underhand serve across the net, trying for 70 percent of the serves to fall legally in the opponent's court.

### Extension

If students are experiencing a high rate of success, teach them the overhand serve.

### Refinement

- Make sure that students are using proper weight-transfer skills.
- Have students work on speed first, then refine skills for accuracy.

### Student Choices/Differentiation

- Students may use a net or not.
- Students may use different-sized volleyballs.
- Students may vary distance of the serve.

### What to Look For

Students display proper critical elements of the serve.

## Instructional Task: Review Serve

### ■ PRACTICE TASK

- Go over critical elements of the underhand serve, and have students practice serving the ball to a partner.
- Students practice the underhand serve across the net, trying for 70 percent of the serves to fall legally in the opponent's court.

### Extension

If students are experiencing a high success rate, teach them the overhand serve.

### Refinements

- Make sure that students are using proper weight-transfer skills.
- Have students work on speed first, then refine skills for accuracy.

### Student Choices/Differentiation

- Students may use a net or not.
- Students may use different-sized volleyballs.
- Students may vary distance of the serve.

### What to Look For

Students display critical elements of the underhand serve.

## Instructional Task: Serving Strategy

### ■ PRACTICE TASK

Discuss with students different serve strategies. Be sure to cover:

- Varying speeds
- Varying distances
- Float serve
- Topspin
- Choosing whom to serve to
- Serving between players
- Serving against different defenses
- Serving toward the lines

Have students play a modified game of volleyball, working on the serve. Students toss the ball over the net, trying to use one of the previous strategies. The opposing team attempts to return the serve. Once the team returns the serve or fails to do so, the point is awarded and the opposing team rotates and has a chance to serve.

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**EMBEDDED OUTCOME: S4.M1.6.** Even though you are working on strategy, students still should act respectfully toward classmates. Make sure that students exhibit personal responsibility by using appropriate etiquette when tossing or serving to teammates (e.g., not always serving to low-skilled players).

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### Refinement

The higher the angle of the serve, the easier it is for the defense to react and return the serve successfully. Have students try to keep serves low, yet make sure that they go over the net.

### Extensions

If students are having a lot of success in the game, have them use a legal serve instead of a toss or throw. The game stops after the team returns or misses the serve because the objective of the game is serving strategy, and you want students to have a high number of practice trials.

### Student Choices/Differentiation

- Students may use different-sized volleyballs.
- Students may move up if they're having a hard time getting the ball over the net.
- Some students might not use a net in this activity.

### What to Look For

- Students are using a serve strategy that the class has discussed.
- Students are serving to corners of the court or between opposing players.
- Serve has a low angle instead of a high angle over the net.

## Formal and Informal Assessments

Exit slip: Name three serve strategies that we can use in volleyball.

### Closure

- Why is it important to control your forearm passes?
- What did you do that was critical to succeeding when you worked on passing the ball today?
- What is important to consider when serving a volleyball over the net?

*Keep practicing your volleyball passes and serves. We have three more lessons in volleyball.*

### Reflection

- Were students successful in controlling the forearm pass today?
- Did students use the serving strategies?
- Were students respectful toward their classmates during the task today?
- Do I need to spend extra time on serving, forearm pass, serve receive, or strategies in the next class?

### Homework

*Share what you learned with a friend or family member. Keep practicing your forearm pass and underhand serves. Feel free to review the volleyball material posted to the physical education website.*

### Resources

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

Mitchell, S., Oslin, J., & Griffin, L. (2013). *Teaching sport concepts and skills: A tactical games approach for ages 7 to 18*. Champaign, IL: Human Kinetics.

Internet keyword search: "serve strategies in volleyball," "volleyball for beginners"