

LESSON 6: RULES AND MODIFIED GAME PLAY

Grade-Level Outcomes

Primary Outcomes

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)

Creating space through variation: Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)

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

Embedded Outcome

Using tactics & shots: Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)

Lesson Objectives

The learner will:

- learn the basic rules of volleyball.
- practice serving for accuracy.
- use offensive and defensive strategies in a modified game.
- practice the forearm pass for accuracy.

Equipment and Materials

- Volleyballs: mix of foam, trainer, and regulation volleyballs
- Cones for boundaries
- Net
- Hoops

Introduction

We will continue to work on our skills and volleyball strategy in our class today. First, we will learn the basic rules of volleyball so that you can play the game with friends and family. We also will practice our forearm passes and serving, and we will play a modified game. We are getting closer to our skills test, so make sure that you work hard in class today.

Instructional Task: Basic Volleyball Rules

■ PRACTICE TASK

Divide students into groups and give each group a rule category. Students should teach the class the rule, possible purposes of the rule, and infractions of the rule.

Possible rule categories to choose from:

- Serving
- Net and center line
- Ball handling
- Boundaries
- Scoring

Extensions

- Students may come up with skits of what to do or not do related to the rule.
- Review scoring of skits.

Student Choices/Differentiation

Students may use Internet searches and videos to learn rules.

What to Look For

- Students understand the basic rules to play a game of volleyball.
- Measure students against the rubric that you created to analyze the skits. The rubric should include knowledge of the rules, possible purposes of the rules, and infractions of the rules.
- All students participate in the skits.

Instructional Task: Serve for Accuracy

■ PRACTICE TASK

Students practice the underhand serve across the net, trying for 70 percent of the serves to fall legally in the opponents' court.

Extension

Place hoops in the corners of the court. If a student serves the ball and it lands in the opponents' court, he receives a point. If the ball lands in a hoop, he receives 2 points.

Refinement

Make sure that students are serving to different spots on the court.

Student Choices/Differentiation

- Students may use different-sized volleyballs.
- Students may vary distances of serve according to skill level.

What to Look For

- Students are using the critical elements of the underhand serve.
- Students are varying locations of their serves.

Instructional Task: Forearm Pass Challenge

■ PRACTICE TASK

- Challenge students to forearm-pass the ball to hoops along the court.
- Place one hoop near the net (where setter should be). Place other hoops near the net where attackers might be or near the attack line (back row attack).

Extension

Place hoops on opposite side of net to symbolize a free ball. Students each receive 1 point for a free ball landing legally in the opponents' court. The student receives 2 points if the ball hits inside a hoop placed toward the back corners of the court.

Refinement

Make sure that students are guiding the ball and following through with the pass.

Student Choices/Differentiation

- If students are having difficulty placing passes into the hoops, have them ignore the hoops and focus on successful passes.
- Challenge students to score as many points as possible.

What to Look For

- Students are using all the critical elements of the forearm pass.
- Students are guiding the ball with the proper follow-through on their passes.

Instructional Task: 3 v 3 Volleyball—Open Space

■ PRACTICE TASK

- Using a modified court (smaller boundaries), students play a modified game of volleyball, trying to move the opponents.
- This game works on the tactic of hitting to open space.

Extensions

To help students with force and direction, modify the playing surface:

- Make the court long and narrow.
- Make the court short and wide.

Refinement

Make sure that students use all of the space.

Extension

Have students practice using three hits to put the ball over the net.

EMBEDDED OUTCOME: S2.M8.6. To help students on defense, teach them the importance of returning to mid-court to play defense.

Guiding questions for students:

- Why is it important to return to mid-court after you hit?
- What are some reasons why one might not do so?

Student Choices/Differentiation

- Students can use a volleyball net, badminton net, or no net during this activity.
- Students may use different-size equipment.
- Playing boundaries may be larger or smaller according to skill level.
- The game can start with a serve or a toss.

What to Look For

- Students are hitting to open space.
 - Students are sending the ball over with a low angle instead of a high, arching attack.
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Formal and Informal Assessments

- Informal assessments
- Exit slip: Give students a drawing of a modified court (short and wide or long and narrow). Ask them to mark an X where the offense should hit the ball.

Closure

- Think, pair, share activity: What is the most important rule in volleyball?
- What strategy can you use to succeed while on offense in volleyball?
- What strategy can you use on defense?
- Where is the ideal place to send a free ball over the net in volleyball?

Reflection

- Are students sending their serves over the net consistently?
- Are students controlling their passes?
- Are students using both offensive and defensive strategies?

Homework

Review key volleyball rules posted on the school's physical education website. I also posted the forearm pass and serve skills test. Make sure that you look over the assessments and practice the skills before the next class.

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: "creating open space in volleyball," "defensive strategies in volleyball," "returning to mid-court," "volleyball for beginners"