

LESSON 4: INTRODUCTION TO TACTICS

Grade-Level Outcomes

Primary Outcomes

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

Creating space through variation: Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)

Embedded Outcome

Working with others: Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)

Lesson Objectives

The learner will:

- call for the ball as it approaches the net.
- perform a forearm pass to intended target.
- work with teammates to control the ball before passing it over the net.
- vary force and direction of attacks to create space during modified game.

Equipment and Materials

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

Introduction

Today, we will put two players on the court at the same time to play one ball. Communication in volleyball is an important skill, and “calling” for the ball is communicating to teammates that you are going to play the ball. Sounds easy, right? This can be tricky, even for advanced players. Learning this skill will help you when we start game play. We also will work on some offensive strategies in today’s lesson.

Instructional Task: Review Forearm Pass

■ PRACTICE TASK

In grids, students practice the forearm pass.

Refinement

Make sure that students are starting in the ready position (low base of support).

Student Choices/Differentiation

Students may practice at the controlled or uncontrolled levels.

What to Look For

Students are using the critical elements of the forearm pass.

Instructional Task: Calling for the Ball and Passing to a Target

■ PRACTICE TASK

- Demonstrate by calling the ball as it approaches the net. Calls should be short and loud enough for teammates to hear: “Mine,” “I got it,” “Me.”
- Set-up: On half of a volleyball court, two lines of students stand behind the end line. One catcher (target) stands 3 feet (0.9 m) from the net, with two to four tossers across the net.
- First student in each line steps to mid-court, side by side. One tosser from across the net tosses the ball over the net toward a player, who calls for it and passes it to the target. Target rolls ball under net to tosser (or tosser shags errant pass); next two passers step onto court as other passers return to line. Signal groups to rotate frequently.

Refinement

Make sure that students are loud enough when they call for the ball.

Student Choices/Differentiation

Tosses should become less predictable as students’ skills progress. Tosses can be put intentionally between the two passers, forcing them to increase communication on the floor.

What to Look For

- Students are using appropriate communication skills.
- Students toss the ball respectfully.

Instructional Task: Triad—Toss, Pass, Hit

■ PRACTICE TASK

- Divide students into groups of three.
- The groups include a tosser, a passer, and a hitter in a triangle position. The passer and hitter should be close to the net, while the tosser should be 5 to 7 yards or meters back. The tosser tosses the ball to the passer. The passer controls the toss by using a forearm pass to the hitter. The hitter then forearm-passes the ball over the net. Students rotate after two or three trials.

Extension

Students can try attacking the ball with an overhead forearm strike, if comfortable.

Refinement

If using a net, make sure that students are far enough away from it so that they don’t hit it when they pass or hit.

Student Choices/Differentiation

- Students may modify the task to toss, pass, and catch.
- Students may use a net or not.
- Students may use trainer volleyballs or deflate the regulation-sized ball a little to make it softer.
- Students may attack the ball with an overhead forearm strike but must keep feet on the ground.

What to Look For

- Tosses are accurate.
- Passer is in ready position.
- Passer uses arms and shoulders to shrug the ball to hitter.
- All three students control the ball.
- Hitter attempts to hit the ball over the net.

Instructional Task: 3 v 3 Volleyball Without Hitting

■ PRACTICE TASK

Using a modified court with smaller boundaries, students play the game of volleyball without hitting the ball. They toss the ball respectfully over the net, trying to win a point.

This game works on the tactic of hitting to open space.

Extension

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

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

Guiding questions for students:

- How did modifying the playing surface change your strategy?
- When the court was long and narrow, how did you use force and direction to be successful?
- When the court was short and wide, how did you use force and direction to be successful?

Refinements

- Make sure that students are tossing the ball (not throwing it).
- Make sure that students are using all of the space.

Extension

Have students practice using three “hits” to send the ball over the net. They still are not hitting, but they can toss the ball to teammates and send the third ball over.

EMBEDDED OUTCOME: S4.M5.6. Discuss ways in which students can cooperate during the modified game so that all are learning during the game.

Student Choices/Differentiation

- Students can use a volleyball net, badminton net, or no net during this activity.
- Students may use different-sized volleyballs.
- Make playing boundaries larger or smaller, according to skill level.

What to Look For

- Students are using the tactic of varying force and direction.
 - Students are being respectful to peers during the activity.
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Formal and Informal Assessments

Informal assessments

Closure

- Close your eyes and hold up the number of fingers that represent, on a scale of 1 to 10, how comfortable you are using the forearm pass. (If you ask students to do this with peers watching, they'll be more likely to report higher comfort levels than they actually feel, to avoid embarrassment.)
- What are important things to consider during the toss, pass, and hit activity that we did in today's class?
- Why is it important to communicate?

We will continue to work on tactics and our volleyball skills in the next class. Keep practicing!

Reflection

- Were students working together in today's class?
- Did students vary force and direction during the 3 v 3 activity?
- During the triad activity, were students successful in completing the three tasks?

Homework

Continue to improve your skills in volleyball by playing the 3 v 3 modified game that we played in class. Even if you don't have a volleyball, you can practice this task with any type of ball or even rolled-up paper.

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," "volleyball for beginners"