

S:1 H: 1 GLO: 9-12 Spark Volleyball: Serve, Then Defend

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source http://www.sparkpe.org/wp-content/uploads/HS_Volleyball_Serve_Defend.pdf

<u>Objectives/ Student Targets</u>	<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> The students will explain the importance of transitioning to defense.	1 Volleyball Court (or 8 spot markers to create courts), 1 volleyball per 2 students, 1 Content Card: Defense, 1 scorecard per team
<u>Affective:</u> The students will learn to cooperate, develop leadership skills, and accept challenges.	
<u>Psychomotor:</u> The students will be able to rotate into proper positions after the serve.	
Academic Vocabulary: Transition, Rotational Position	
<u>Introduction / Anticipatory Set:</u> -Tell the students that there are many different defenses in volleyball and today we will be practicing two of them; the “player up” defense and the “player back” defense. -Player Up defense: -The players in the front line stay 5-7 feet from the net and a player from the back line will move up to support the front line. -Player Back defense: -The players will stay around the perimeter of the court. The back players will be diggers, passing balls that come at a downward trajectory. The front row will stay at the 3-meter line. -Gather the students around one of the courts and use 6 volunteers to demonstrate the two different kinds of defenses.	<u>Classroom Layout:</u> 1 volleyball court per 2 teams OR create courts with a midline (net) Optional: Assign rotating support roles (coach, officials, scorekeepers, etc.) per game.
<u>Instant Activity:</u> Have the students find a partner and practice their underhand serves over the net to one another. Students need to be directly across from their partner and spread apart enough they will not interfere with other student’s serves. (4 minutes)	
<u>Fitness Development:</u> Muscular Endurance and Cardiorespiratory Endurance will be developed through extended games. Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.	

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Lesson Focus:

Lesson Instructional Activities:

- Split class up into groups of 6. (Should be done before class)
- 2 teams at each court.
- 2, 4 minute periods per game.
- During the first period, play begins when the ball is underhand served over the net. As soon as the ball is served, the serving team needs to get into “Player Up” defense. Every defense should start this way during this period.
- A team scores by using a 3-hit sequence. (pass-set-hit)
- After a point is scored, the offensive team rotates to the right. Defense should be in “player up” formation.
- During the second period, the defense will use the “Player Back” defense formation.

Play “King of the Court”. After the 2 periods, whichever team has the most points moves up a court, while the team that did not win moves down. The team at the top court that wins stays where they are. Same goes for the team that did not win at the bottom court.

Assessment:

1. Student does not understand either the “player up” defense or the “player back” defense and cannot demonstrate the proper positions.
2. Student understands and can demonstrate the correct positions in both of the defenses learned in today’s lessons.

Closure:

Thought Questions:

1. Did you transition to base D after the server made contact with the ball? Why/why not?
2. Was your team able to successfully defend against the attack? How?

Teaching Cues:

- Rotate
- Player Up
- Player Back
- Pass-Set-Hit

Modifications:

- Can use Poly Spots for Rotation.
- Use a beach ball or balloon for adapted classes.
- If a team has 7 players, one player can rotate out and be the scorekeeper each rotation.
- If there is not a volleyball court, or enough volleyball courts, use a badminton net, or 2 poles with a jump rope attached.