

S1 E22 GLO 3-6 Overhead Pass
OKLAHOMA ACADEMIC STANDARDS: Physical Education
Source: SPARK - Introduction to Overhead Pass

<u>Objectives/ Student Targets</u>		<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> Students will discuss the critical elements used to perform an overhand pass in volleyball.		1 ball per student 1 balloon per student
<u>Affective:</u> Students will discuss aspects of cooperation as it pertains to performing activities during the lesson.		
<u>Psychomotor:</u> Students will use proper form to execute the overhead pass		
<u>Academic Vocabulary:</u> Volleyball, overhead pass (for volleyball), cooperation		
<u>Introduction / Anticipatory Set:</u> Today we are going to continue practicing some of our volleyball skills. So just a fun fact! Did you know that the set was invented in the Philippine. It was an offensive style of passing the ball high to be spiked by another player. Filipinos call the spike the “bomba” or kill, and the hitter was called a “bomberino”! Today, we’ll learn and practice the “Overhead Pass.” Calling it the “Set” is easier’. First, we’ll practice without the ball (shadowing). When you show good technique, We will add the ball.		<u>Classroom Layout:</u> Students are scattered throughout the area.
<u>Instant Activity:</u> As students enter the activity area ask them to get a balloon (have them all the same color if you think your kids will fight over them) and then find a good self space in the general space (marked off by cones). On the teachers signal allow them to strike the ball towards the ceiling in their own space using as many different body parts as they want (elbow, head, knee, wrist, shoulder, etc.). (Only body part to discourage may be the foot as the kicking motion may be dangerous and it is tough to get the balloon to the ceiling.) Tell them their goal is to hit it up in such a manner that they shouldn't have to move from their own self space. Have them do this for 3-5 minutes. Have them put equipment back and come to you to move on with the days lesson. This is a good time to see how students are doing with their striking skills. Are they hitting the balloon " underneath " so it goes straight to the ceiling? <u>Variations:</u> Have them put together a sequence. For instance, twice with back of hand, then once with knee, once with elbow, etc. Have them make up their own and then they can show it off near end of activity.		
<u>Fitness Development:</u>		

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During instant activity, discuss the importance of muscular strength and endurance to the activity of volleyball.

Lesson Focus:

I. Lesson Procedures - Teaching the skill or concept activities

Set Position

- Toes straight ahead; feet shoulder width apart; bend knees and lean forward.
- Arms overhead, point elbows out and make the shape of a diamond.
- Form the size and shape of the ball with fingers and thumbs.

To Execute a Proper Set

- Move your feet under the ball; watch it into your finger pads, and allow them to “give” on contact.
- Straighten your legs and elbows. •Extend your arms and wrists towards your target.

Setting with the Ball

- Catch: Toss the ball a few feet in the air, move your feet under it, then “catch” it on your finger pads just above and in front of your forehead.
- Toss, Set, Catch: Toss (toss the ball up); set (set it straight up), and catch it with both hands. Keep going. After you TSC 3X in a row, try toss, set 2X, catch. Then toss, set 3X, catch.
- Keep it Up! On signal, toss, set, and keep setting.

II. Lesson Instructional Activities:

Against the Wall – Toss, Set, Catch Stand 2-3 paces from a wall. Toss the ball to yourself and practice to the wall. Toss, set, and catch. How many in a row can you do, staying in control?

Step Back - If you make 2 catches in a row, take a step back and try again. How far back can you get in 3 minutes?

Against the Wall – Toss, Set, Set Can you toss, set, set, catch? How about toss, set 3X and catch? Can you keep it going? How many sets can you make in a row?

Assessment:

Teacher uses visual assessment to determine if students are keeping correct form during the pass.

Closure:

What were some of our critical elements involved in learning and practicing our overhead pass? Tell me three important aspects of cooperation that we used today in class. Now, someone demonstrate the

Teaching Cues:

Move your feet to get in position to set! Are your hands in the shape of the ball? Are all 10 finger pads contacting the ball? Shhh! A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly

Modifications:

If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.

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movement involved in an overhead pass. Great, now which country did the overhead pass come from? Our next lesson will incorporate more passing activities and games, so we can hone our volleyball skills.	
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