**Unit Curriculum Competencies**

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| **CORE COMPETENCIES:** | | |
| Creative Thinking:   * Through Class (Strategy) discussions: * Novelty and value * Generating ideas * Developing ideas   Critical Thinking:   * Through peer & self-assessments * Analyze and critique | Communicating:   * Through Class / Team (Strategy) discussions * Connect and engage with others (to share and develop ideas) * Collaborate to plan, carry out, and review constructions and activities * Explain/recount and reflect on experiences and accomplishments | Personal and Social:   * Personal strengths and abilities * Contributing to community and caring for the environment * Solving problems in peaceful ways * Valuing diversity * Building relationships * Self-regulation * Well-being |
| **BIG IDEAS:**  **Grade 6**  Physical literacy and fitness contribute to our success in and enjoyment of physical activity.  Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.  **Grade 7**  Physical literacy and fitness contribute to our success in and enjoyment of physical activity  Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.  **Grade 8**  Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. | | |
| **Curricular Competencies:**   * Develop, refine, and apply fundamental movement skills * Develop and apply a variety of movement concepts and strategies * Develop and demonstrate safety, fair play, and leadership | | |
| **Content:**   * Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills   + Striking, Balancing, Bending, Jumping * Movement concepts and strategies:   + Body awareness (e.g., parts of the body, weight transfer)   + Spatial awareness (e.g., general spacing, directions, pathways)   + Effort awareness (e.g., speed, force)   + Relationships to/with others and objects (e.g. spacing with teammates) | | |

**Summary of Unit Tactical Foci**

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| **Tactical Problem** | **Defence:**  Keep the attack/serve in the air (keep the rally going) | **Offence:**  Win points by keeping the rally going longer than opposing team | **Offence:**  Score points by hitting the ball into an open space. |
| **Off-the-ball Skills** | Skills:   * Ready position * Shuffle Steps/ Move to the ball   Tactical   * Identify & cover open space on the court (proper positioning) * Read & anticipate the placement of the attack (adjust to teammates and position of the attack to cover space better!) | Skills:   * Ready position * Shuffle Steps/ Move to the ball   Tactical   * Identify & cover open space on the court (proper positioning) * Read & anticipate the placement of the attack (adjust to teammates and position of the attack to cover space better!) | Skills:   * Ready Position * Shuffle Steps   Tactical   * Move to space on the court to be able to hit the next pass * Read & anticipate where the next pass will go * Adjust your position to be spread out from teammates (spread out defence!) * Identify open space on opponent’s court |
| **On-the-ball Skills** | * Forearm Pass (Serve & Free ball) * Overhead Pass (Second ball) | * Forearm Pass (Serve & Free ball) * Overhead Pass (Second ball) | * Forearm Pass (Serve & Free ball) * Overhead Pass (Second ball) * Spike (Final Ball) * Serve (Overhead or underhand) |
| **Tactics** | * Controlled passes (absorb pace) * Pass High for time (for teammates) * Put the ball to target / the center of your court | * Controlled passes (absorb pace) * Pass High for time (for teammates) * Put the ball to target / the center of your court * Hit the ball to the corners * Keep attacks low (free ball back over the net should be low) * Hit the ball with pace (fast) to reduce reaction time | * Hit the ball to the corners * Keep attacks low (free ball back over the net should be low) * Hit the ball with pace (fast) to reduce reaction time |

\* Much of the tactics and problems transition from defence to offence because both are done at the same time.

Defence is setting up before the attack and the first pass. The second pass then has the team transition into attack positions while the second pass is put into the air. The final attack has the main offence.

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| **Middle School Volleyball Unit: Lesson # 1** | | | |
| **Equipment Needed:**  - 6-10 volleyballs  - 50 to 75 cones (4-5 per pair)  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | | | |
|  | | **Warm Up / Introductory Activities** | |
| 5 min | | Introduce safety & other routines for the unit. Discuss how students will be assessed in the unit & introduce the design of the final assessment activities. (*see Appendix A for materials & instruction)* | |
| 5 min | | **Fukahara** 🡪 Under the net game of 3 on 3 (*see Appendix B for complete game instruction)* | |
| 5 min | | Call students in to sit in semi-circle around teacher just off to the side of one of the courts.  Teacher led discussion of what offensive and defensive strategies worked for students in the Fukahara game. (Could also have groups get on the court you are beside to demonstrate strategies for the class.)  Sample Strategy Questions:   * **What strategies we discussed yesterday did your team use in this game to try to get a point?** **Did those strategies work well?** * **What Defensive strategies did your team use to counter those offensive strategies? Did those strategies work well?** * **How could you improve your attack?** * **What sorts of things do you do in other sports (offence and or defence) that you could use in this game?** (E.G. In soccer/basketball/etc. 🡪 (Offence: Get close to the net to score more easily. Defence 🡪 Get in front of the attacking player or cut down the angle of attack like a goalie would) * **What might you try next time?**   Sample Skills Focus Questions:   * **How many people lost control of some of their passes to teammates?** (several might put up hands) **What could you change to make sure you have better control?** (e.g. Keep arms out in front of yourself so you have space to cushion the ball; Create a flatter surface so you know where it will go) * **What could you do to help it be less of a scramble? What do you do in other sports so your team isn’t doing things randomly?** (e.g. Have a set place to put passes so your teammates can be ready and move to sooner) * **What can you do to with your passes to help your team?** (e.g. Play the ball high to give more time and play the ball to the middle of the court so the most people could get it!)   Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable for your students to properly implement.  ***Defence:***   * Proper spacing on court and from teammates to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles * Angled yourself so your passes to partners would automatically go back into the court   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles * Reduce the opponents time to react 🡪 Faster hits and or get closer to the net * First pass should go “***To the Net***” 🡪 Closer attack (In every other game you try to get close to goal, etc. so you should in Volleyball too) * Second Pass should go “***Along the Net***” 🡪Teammates spread out along the net so the opponents don’t know who is actually going to attack (Like a soccer corner kick). | |
|  | | **Development** | |
| 5 min | | Introduce the “***Ready Position***” either through teacher, student, or video demonstration.  Instructional Cues:   * Down ready to move 🡪 Could start with hands on your knees like you are tired from running   + “Shoulders over toes” * Weight on balls of your feet 🡪 Ready to Run * Hands out 🡪 Like “carrying a box or ball”   Have students stand up in their same semi-circle.  Spread out a bit more to ensure they have enough space to not hit each other. Have students demonstrate their own “***Ready Position***” as teacher/partner observes and corrects positioning. | |
| 5 min | | Introduce “***Shuffle Steps”*** either through teacher, student, or video demonstration.  Instructional Cues:  \* Stay Low throughout   * First step in direction is with that foot (“Lead Foot” 🡪 Left foot moves first to go left) * Quickly bring your feet together * Finish with another quick step in the desired direction with your lead foot   🡪 Finish in a “Lunge” with your weight on the lead foot to be balanced and be able to  push off quickly to redirect.  In the same semi-circle spread out students a little more so they have enough space in all directions to not hit each other. Direct students to take two shuffle steps in the direction(s) of your choice [as a group]:   * Left, Right, Forward, Back (could also do diagonals) | |
| 15 min | | **Movement Games** (*see Appendix B for complete game instruction)*   * Use variations and modifications every 3-5 min to keep kids interested * Focus: ***Shuffle Steps*** & ***Ready Position*** | |
|  | | **Culminating Activity** | |
| 5 min | | **Fukahara** (*see Appendix B for complete game instruction)*   * Remind students of strategies covered at the beginning of class * Student focus should be on using the ***Shuffle Steps*** & ***Ready Position*** to move quickly around the court | |
|  | | **Closure** | |
| 5 min | | Call students in to sit in semi-circle around teacher, or have students come around a particularly excellent game [Have students bring in all equipment as they go to sit]. Teacher-led discussion on offensive and defensive strategies to be used in volleyball.  **What offensive strategies from our discussion before did your team use this time to try to get points?** (Refer to strategies listed in the introduction)  **What did your team do differently to defend? How did you play differently when defending? 🡪** (Refer to strategies listed in the introduction) Some may have also begun watching their opponents more, positioning opposite, and trying to anticipate where the attack is going to come from.  **Did the ready position and shuffle steps help your team move around the court?**  \* Sometimes kids fall over or are unbalanced when trying to hit the ball in Fukahara so the shuffle steps, etc. may have helped them get into position better and not lose balance. | |
| **Middle School Volleyball Unit: Lesson # 2** | | | |
| **Equipment Needed:**  - 12 to 15 volleyballs  - 50 to 75 cones (4-5 per pair)  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | | | |
|  | **Warm Up / Introductory Activities** | | |
| 5 min | **Fukahara** (*see Appendix B for complete game instruction)* | | |
| 5 min | Call students in to sit in semi-circle around teacher just off to the side of one of the courts.  Teacher led discussion of what offensive and defensive strategies worked for students in the Fukahara game. (Could also have groups get on the court you are beside to demonstrate these strategies for the class.)  Sample Strategy Questions:  **What strategies we discussed yesterday did your team use in this game to try to get a point?** **Did those strategies work well?**  **What Defensive strategies did your team use to counter those offensive strategies? Did those strategies work well?**  **How could you improve your attack?**  **What sorts of things do you do in other sports (offence and or defence) that you could use in this game?** (E.G. In soccer/basketball/etc. 🡪 (Offence: Get close to the net to score more easily. Defence 🡪 Get in front of the attacking player or cut down the angle of attack like a goalie would)  **What might you try next time?**  Sample Skills Focus Questions:  **How many people lost control of some of their passes to teammates?** (several might put up hands) **What could you change to make sure you have better control?** (e.g. Keep arms out in front of yourself so you have space to cushion the ball; Create a flatter surface so you know where it will go)  **What could you do to help it be less of a scramble? What do you do in other sports so your team isn’t doing things randomly?** (e.g. Have a set place to put passes so your teammates can be ready and move to sooner)  **What can you do to with your passes to help your team?** (e.g. Play the ball high to give more time and play the ball to the middle of the court so the most people could get it!)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing on court and from teammates to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles * Angled yourself so your passes to partners would automatically go back into the court   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles * Reduce the opponents time to react 🡪 Faster hits and or get closer to the net * First pass should go “***To the Net***” 🡪 Closer attack (In every other game you try to get close to goal, etc. so you should in Volleyball too) * Second Pass should go “***Along the Net***” 🡪Teammates spread out along the net so the opponents don’t know who is actually going to attack (Like a soccer corner kick). | | |
|  | **Development** | | |
| 2 min | Still in previous semi-circle.  Teacher led review of “***Ready Position***” and “***Shuffle Steps”*** | | |
|  | ***Ready Position***   * Down ready to move 🡪 Could start with hands on your knees like you are tired from running   + “Shoulders over toes” * Weight on balls of your feet 🡪 Ready to Run * Hands out 🡪 Like “carrying a box or ball” | | ***Shuffle Steps***   * First step in direction is with that foot * Quickly bring your feet together * Finish with another quick step in the desired direction with your lead foot   + Finish in a “Lunge” with your weight on the lead foot |
| 5 min | **Movement Games** (*see Appendix B for complete game instruction)*   * Use one variation as a review / practice (i.e. cone flipper variation) | | |
| 5 min | Call students in, to a central location, and arrange to be sitting in a semi-circle beside a court.  Introduce the “***Forearm Pass***” either through teacher, student, or video demonstration.  Forearm Pass Instructional Cues (*see Appendix C for skills sheets)*:  From a low ***Ready position***   * Move to get your flat platform **UNDER THE BALL**’s landing spot. Create a flat platform by overlapping your hands, bringing your thumbs together at the finger tips and pulling thumbs down to help straighten your arms. * **REACH OUT** with your flat platform to **MEET THE BALL** at a good angle (arms pointing at ground at 45- 60-degree angle). Contact should occur between waist and chest high. * The ball should **HIT THE WATCH** or just above**,** if you were wearing one, when you contact the ball | | |
| 10min | **Passing Activity: Partners [or Variations]** (*see Appendix B for complete instruction)*   * Use goals and modifications to keep every student engaged in “appropriate practice” * Teacher or 3rd Partner observes performer & uses Skill Sheets to provide feedback on performance   (*see Appendix C for skills sheets*) | | |
| 5 min | **Line Game or Castle Game** (*see Appendix B for complete game instruction)*   * Can utilize Forearm Pass into the game as modification to continue skill focus | | |
|  | **Culminating Activity** | | |
| 5 min | **Fukahara or 3 on 3** (*see Appendix B for complete game instruction)*   * Must use “***Forearm Pass***” technique for all contacts | | |
|  | **Closure** | | |
| 5 min | Call students in to sit in semi-circle around teacher [Have students bring in all equipment as they go to sit].  Teacher led review of skills: ready position, shuffle steps, & forearm pass (see above for cues).  Teacher led review of strategies employed in game play (see warm up for sample questions, and desired responses) | | |

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| **Middle School Volleyball Unit: Lesson # 3** | | |
| **Equipment Needed:**  - 15 to 20 volleyballs  - 20 to 30 cones (2 per pair)  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | | |
|  | **Warm Up / Introductory Activities** | |
| 5 min | **Line Game or Castle Game** (*see Appendix B for complete game instruction)* | |
| 5 min | Call students in to sit in semi-circle around teacher just off to the side of a court, or near a group that were doing an excellent job in the game to use as a demo for strategies. Teacher led review of volleyball strategies relating it back to how these strategies could be used in a larger game.  Sample Questions:  **What offensive/defensive strategies did this game emphasize?**  **Did you find those strategies worked?**  **How could you make them work better?** (e.g. Use misdirection to make it seem like hitting somewhere and then not)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles; make them back up | |
|  | **Development** | |
| 2 min | Still in previous semi-circle. Teacher led review of “***Forearm Pass”***  Forearm Pass Instructional Cues (*see Appendix C for skills sheet)*:  From a low ***Ready position***   * Move to get your flat platform **UNDER THE BALL**’s landing spot. Create a flat platform by overlapping your hands, bringing your thumbs together at the finger tips and pulling thumbs down to help straighten your arms. * **REACH OUT** with your flat platform to **MEET THE BALL** at a good angle (arms pointing at ground at 45- 60-degree angle). Contact should occur between waist and chest high. * The ball should **HIT THE WATCH** or just above**,** if you were wearing one, when you contact the ball | |
| 5 min | **Passing Activity: Partners [or Variations]** (*see Appendix B for complete instruction)*   * Use goals and modifications to keep every student engaged in “appropriate practice”   + E.G. If student demonstrates proficiency in straightforward passing have partner toss to the sides to make passer move * Teacher or 3rd Partner observes performer & uses Skill Sheets to provide feedback on performance (*see Appendix C for skills sheets*) | |
| 5 min | Call students in, to sit just beside a court or predetermined demonstration group, and arrange to be sitting in a semi-circle. Introduce the “***Overhead Pass***” either through teacher, student, or video demonstration.    Overhead Pass Instructional Cues (*see Appendix C for skills sheets)*:  From a low ***Ready position***   * Move to get body behind and **UNDER THE BALL** shoulders square to where you want to pass * Hands should be just above your forehead with fingers spread and slightly flexed, like you are looking up through **BINOCULARS**. * Usea **QUICK CATCH** of the ball with the pads of your fingers (fingers spread!) just above & in front of your forehead to then 🡪 Shouldn’t touch the palm! * Push the ball up using both hands evenly (Extend your legs, then arms, and then a small wrist flick). Finishing with your hands looking like you are giving a **HIGH TEN**   Pass out skills sheet to pairs and have the pairs (from previous passing activity) stand in the semi-circle around you. (*see Appendix C for skills sheets*)  One partner holds the ball in the **QUICK** **CATCH** position and transition to the **HIGH TEN** without actually releasing the ball (hold ball above head with thumb and index finger pads). Teacher / Partner observes performance making sure the performer is following the cues. After a few repetitions and corrections partners switch. | |
| 10 min | **Passing Activity: Partners [or Variations]** (*see Appendix B for complete instruction)*   * Focus on Overhead pass & Use goals and modifications to keep every student engaged in “appropriate practice” * Teacher or 3rd Partner observes performer & uses Skill Sheets to provide feedback on performance (*see Appendix XX for skills sheets*) | |
|  | **Culminating Activity** | |
| 5 min | **3 on 3 / Smashball** (*see Appendix B for complete game instruction)* | |
|  | **Closure** | |
| 5 min | Call students in to sit in semi-circle around teacher.  Teacher led review of skills: Forearm & Overhead Pass (see above for cue reminders)  Teacher led review of strategies employed in game play  Sample Questions:  **What strategies from previous games did your team use in this game to try to get a point?**  **Did those same strategies work well in this game?**  **Can you think of any new Strategies or Tactics that might occur from hitting over the net rather than along the ground?**  **What can you do to with your passes to help your team?** (e.g. Play the ball high to give more time and play the ball to the middle of the court so the most people could get it!)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing on court and from teammates to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles * Angled yourself so your passes to partners would automatically go back into the court   ***Offence***:  ***New Tactic to make opponents move*** 🡪 Hit the ball to the corners (short & long)   * Make your opponents move 🡪 Hit to open spaces and or on angles * Reduce the opponents time to react 🡪 Faster hits and or get closer to the net * First pass should go “***To the Net***” 🡪 Closer attack (In every other game you try to get close to goal, etc. so you should in Volleyball too) * Second Pass should go “***Along the Net***” 🡪Teammates spread out along the net so the opponents don’t know who is actually going to attack (Like a soccer corner kick). | |
| **Middle School Volleyball Unit: Lesson # 4** | | |
| **Equipment Needed:**  - 15 to 20 volleyballs  - 20 to 50 cones  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | | |
|  | **Warm Up / Introductory Activities** | |
| 5 min | **Line Game or Castle Game** (*see Appendix B for complete game instruction)* | |
| 5 min | Call students in to sit in semi-circle around teacher just off to the side of a court, or near a group that were doing an excellent job in the game to use as a demo for strategies. Teacher led review of volleyball strategies relating it back to how these strategies could be used in a larger game.  Sample Questions:  **What offensive/defensive strategies did this game emphasize?**  **Did you find those strategies worked?**  **How could you make them work better?** (e.g. Use misdirection to make it seem like hitting somewhere and then not)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles; move opponent back! | |
|  | **Development** | |
| 2 min | Still in previous semi-circle.  Teacher led review of “***Forearm Pass”*** & ***“Overhead Pass”*** (*see Appendix C for skills sheets*) | |
|  | Forearm Pass  From a low ***Ready position***   * **UNDER THE BALL** * **REACH OUT TO**   **MEET THE BALL**   * **HIT THE WATCH** | Overhead Pass  From a low ***Ready position***   * **UNDER THE BALL** * **BINOCULARS** * **QUICK CATCH** * **HIGH TEN** |
| 5 min | **Passing Activity: Partners [or Variations]** (*see Appendix B for complete game instruction)*   * If confident, use modifications to focus on students recognizing which pass to use   + Low toss = ***Forearm Pass***; high toss = ***Overhead Pass***   + 1st Pass = ***Forearm Pass***; 2nd Pass = ***Overhead Pass*** * Set goals to keep every student engaged in “appropriate practice” | |
| 5 min | Call students in, to a central location, and arrange to be sitting in a semi-circle. Introduce the “***Spike***” either through teacher, student, or video demonstration.  Spike Instructional Cues (*see Appendix C for skills sheets*):   * **BATMAN 🡪** Dominant foot lands, heel first, player swings both arms far back behind (Flare Batman’s Cape) * **SUPERMAN** 🡪 Final step quickly plants the non-dominant foot shoulder width to the previous step. Arms are swung forward and up as taking the final step (Two Foot Superman Take Off) * **GREEN ARROW 🡪** In the air, pull your hitting arm back → elbow above your head and thumb down like a fake faint. Non-hitting arm is extended 450 above your head to target the ball. (Looks like Green Arrow drawing Bow) * **HIGH FIVE 🡪** When the ball is about to reach the targeting hand pull it down & whip your hitting arm’s elbow at the ball. Extend your hand high to hit the middle of the ball (High Five) Snap your wrist on contact to send it down. | |
| 10 min | **Spike Arm Progressions** (*see Appendix B for complete instruction)*   * Teacher or 3rd Partner observes performer & uses Skill Sheets to provide feedback on performance (*see Appendix XX for skills sheets*) | |
|  | **Culminating Activity** | |
| 10 min | **3 on 3 / Smashball** (*see Appendix B for complete game instruction)*   * Can make ***Spike*** (Standing or Full) required as the final contact * Catch 2nd ball at the net and then overhead pass it so the pass can be more consistent for the spike.   + Attacker can also catch any bad set and toss to themselves to spike the ball | |
|  | **Closure** | |
| 5 min | Call students in to sit in semi-circle around teacher.  Teacher led review of ***Spike*** (see above for teaching cues)  Teacher led review of strategies employed in game play  Sample Questions:  **What strategies from previous games did your team use in this game to try to get a point?**  **Did those same strategies work well in this game?**  **How has spiking shown why your passing needs to be good? (**e.g. Can’t spike without a good pass)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing on court and from teammates to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles * Angled yourself so your passes to partners would automatically go back into the court   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles; Hit the ball to the corners (short & long) * Reduce the opponents time to react 🡪 Faster hits and or get closer to the net * First pass should go “***To the Net***” 🡪 Closer attack (In every other game you try to get close to goal, etc. so you should in Volleyball too) * Second Pass should go “***Along the Net***” 🡪Teammates spread out along the net so the opponents don’t know who is actually going to attack (Like a soccer corner kick). | |
| **Middle School Volleyball Unit: Lesson # 5** | | |
| **Equipment Needed:**  - 15 to 20 volleyballs  - [optional] Two volleyball antennae, or pool noodles (visually divide courts) | | |
|  | **Warm Up / Introductory Activities** | |
| 5 min | **3 on 3 / Smashball** (*see Appendix B for complete game instruction)*   * Can make ***Spike*** (Standing or Full) required as the final contact * Catch 2nd ball at the net and then overhead pass it so the pass can be more consistent for the spike.   + Attacker can also catch any bad set and toss to themselves to spike the ball | |
| 5 min | Call students in to sit in semi-circle around teacher just off to the side of a court, or near a group that were doing an excellent job in the game to use as a demo for strategies. Teacher led review of volleyball strategies.  Sample Questions:  **What strategies from previous games did your team use in this game to try to get a point?**  **Did those same strategies work well in this game?**  **How has spiking shown why your passing needs to be good? (**e.g. Can’t spike without a good pass)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing on court and from teammates to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles * Angled yourself so your passes to partners would automatically go back into the court   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles; Hit the ball to the corners (short & long) * Reduce the opponents time to react 🡪 Faster hits and or get closer to the net * First pass should go “***To the Net***” 🡪 Closer attack (In every other game you try to get close to goal, etc. so you should in Volleyball too) * Second Pass should go “***Along the Net***” 🡪Teammates spread out along the net so the opponents don’t know who is actually going to attack (Like a soccer corner kick). | |
|  | **Development** | |
| 10 min | **Butterfly Drill or Variations** (see *Appendix B for complete instruction)*   * Teacher or Partner observes performer(s) & uses Skill Sheets to provide feedback on performance (*see Appendix C for skills sheets*)   + Can “Pre-assess” overhead pass and forearm pass if desire (*see Appendix A for materials & design)* | |
| 2 min | Call students in to sit in semi-circle around teacher just off to the side of a court, or near a group that were doing an excellent job and could be a demo. Teacher led review of the “***Spike.***”  Spike Instructional Cues (*see Appendix C for skills sheets)*:   * **BATMAN** * **SUPERMAN** * **GREEN ARROW** * **HIGH FIVE** | |
| 5 min | **Spike Arm and or Jump Progressions** (*see Appendix B for complete instruction)*   * Continue from a progression you feel is appropriate for the class to use as a quick review and then continue on towards full spike. If majority can smoothly perform full spike – add time to next activity. | |
|  | **Culminating Activity** | |
| 5 min | **3 on 3 / Smashball** (*see Appendix B for complete game instruction)*   * Can make ***Spike*** (Standing or Full) required as the final contact * Catch 2nd ball at the net and then overhead pass it so the pass can be more consistent for the spike.   + Attacker can also catch any bad set and toss to themselves to spike the ball | |
|  | **Closure** | |
| 5 min | Call students in to sit in semi-circle around teacher.  Teacher led review of ***Spike*** (see above for teaching cues)  Teacher led review of strategies employed in game play  Sample Questions:  **What strategies from previous games did your team use in this game to try to get a point?**  **Did those same strategies work well in this game?**  **How has spiking shown why your passing needs to be good? (**e.g. Can’t spike without a good pass)  Possible / Desired Strategy Answers:  You may only get new 1 response per class. Keep adding to the strategies as you feel is comfortable 🡪 once most students are using the strategies focussed on in previous lessons  ***Defence:***   * Proper spacing on court and from teammates to cover space & angles the ball could travel * Moved opposite the person hitting to cover space / cut down the possible angles * Angled yourself so your passes to partners would automatically go back into the court   ***Offence***:   * Make your opponents move 🡪 Hit to open spaces and or on angles; Hit the ball to the corners (short & long) * Reduce the opponents time to react 🡪 Faster hits and or get closer to the net * First pass should go “***To the Net***” 🡪 Closer attack (In every other game you try to get close to goal, etc. so you should in Volleyball too) * Second Pass should go “***Along the Net***” 🡪Teammates spread out along the net so the opponents don’t know who is actually going to attack (Like a soccer corner kick). | |

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| **Middle School Volleyball Unit: Lesson # 6** | | | |
| **Equipment Needed:**  - 15 to 20 volleyballs  - 50 to 70 cones and or 16-32 Hula Hoops  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | | | |
|  | | **Warm Up / Introductory Activities** | |
| 5 min | | **Position Learning Game [or Variations]** *(see Appendix B for complete game instruction)* | |
| 5 min | | Call students in to sit in semi-circle around teacher just off to the side of a court.  Teacher led review of positioning on the court. Emphasize they are numbered in the order you would serve “IF” your team serves first.  Position 2 is the target for the team (The 1st pass or “To the net” pass receiver).   * Why is position 2 a good place to set from? (e.g. Leaves two other front row attackers along the net. Don’t know which will hit the ball) * Position 6 will be where free balls are tosses to and acts like a safety in football or centerfielder in baseball | |
|  | | **Development** | |
| 5 min | | **Butterfly Drill or Variations** (*see Appendix B for complete instruction)*   * May continue to “Pre-assess” passing skills and spike if desire (*see Appendix A for materials & design)* | |
| 5 min | | Call students in to sit in semi-circle around teacher just off to the side of a court. Introduce the “***Underhand Serve***” either through teacher, student, or video demonstration.  Underhand Serve Instructional Cues (*see Appendix C for skills sheets):*   * **LOW 🡪** Start low with weight on back foot (hitting side foot); ball held in non-hitting hand waist high * **BOWL 🡪** Swing hitting arm back, then push off the back foot to forcefully step forward with non-hitting foot (Shift weight forward). Swing hitting arm forward like a pendulum following the steps like you are Bowling or very similar to underhand toss kids had been doing in Butterfly drill. * **DROP-HIT 🡪** Drop ball out of non-hitting hand just as hitting hand is about to strike → No big drop/toss! Strike the ball with the heel of your hand (either open or closed fist) * **FOLLOW THROUGH 🡪** Finish with heel of hand pointing to your target (like Spiderman firing web without the two fingers out   For Grade 7 or 8 students you could optionally review the “***Underhand Serve***” and move on to instruction on the ***“Overhand Serve”***  Overhand Serve Instructional Cues (*see Appendix C for skills sheets):*   * **BOW & ARROW 🡪** Hold Ball in non-dominant hand approximately shoulder height. Hitting hand and shoulder pulled back so hand is by head [like drawing bow & arrow] * **TENNIS TOSS** the ball straight up (Pop out of the palm) a few feet above & just in front of yourself. * **STEP & SWING 🡪** Step into the tossed ball with your non-dominant foot; Turn hips & shoulders to swing at the ball having your open hand follow your elbow. * **HIGH FIVE** 🡪 Fully extended arm contacts the ball around 1 o’clock position. Hit middle of the ball with a firm open hand (contact with heel of the palm). [like a hard high five] | |
| 5 min | | **Partner Serving (***see Appendix B for complete instruction)*   * Focus on serve you have instructed; If some students are already proficient at the underhand serve set a goal of 5 serves “in” in a row before they can switch to overhand for the remaining lessons. | |
| 5 min | | **Butterfly Drill or Variations** (*see Appendix B for complete instruction)*   * Incorporate serving | |
| 2 min | | Call students in to sit in semi-circle around teacher just off to the side of a court. Teacher led review of the “***Spike.***”  Spike Instructional Cues (*see Appendix C for skills sheets)*:   * **BATMAN** * **SUPERMAN** * **GREEN ARROW** * **HIGH FIVE** | |
| 5 min | | **Spike Arm and or Jump Progressions** (*see Appendix B for complete instruction)*   * Continue from a progression you feel is appropriate for the class to use as a quick review and then continue on towards full spike. If majority can smoothly perform full spike – add time to next activity. | |
|  | | **Culminating Activity** | |
| 5 min | | **Serving Game [Target, Battleship, or Save Your Team]**  (*see Appendix B for complete game instruction)* | |
|  | | **Closure** | |
| 5 min | | Call students in to sit in semi-circle around teacher.  Teacher led review of ***Underhand serve*** and or ***Overhand serve.*** Review the cues and discuss the importance of the serve. (*see Appendix C for skills sheets)* | |
|  | | Underhand Serve Instructional Cues   * **LOW** * **BOWL** * **DROP-HIT** * **FOLLOW THROUGH** | Overhand Serve Instructional Cues   * **BOW & ARROW** * **TENNIS TOSS** * **STEP & SWING** * **HIGH FIVE** |
|  | | Sample Questions:  **Why is the serve important?**  e.g. answers 🡪 “It’s an attack”; “If it’s too easy the other team can spike at you”  **What did you need from your serve to be successful in that game?**  e.g. answers 🡪 Accurate!  **What/Who were the hardest targets to get/hit?**  e.g. answers 🡪 The ones in the corners or close to the net  **How can we use that information in our serving in a game?**  e.g. answers 🡪 Serve to the corners or close to the net (Close to net is dangerous though – could not go over) | |
| **Middle School Volleyball Unit: Lesson # 7** | | | |
| **Equipment Needed:**  - 15 to 20 volleyballs  - 50 to 70 cones and or 16-32 Hula Hoops  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | | | |
|  | **Warm Up / Introductory Activities** | | |
| 5 min | **Position Learning Game [or Variations]** *(see Appendix B for complete game instruction)* | | |
| 5 min | Call students in to sit in semi-circle around teacher just off to the side of a court.  Teacher led review of positioning on the court. Emphasize they are numbered in the order you would serve “IF” your team serves first.  Position 2 is the target for the team (The 1st pass or “To the net” pass receiver).   * Why is position 2 a good place to set from? (e.g. Leaves two other front row attackers along the net. Don’t know which will hit the ball) * Position 6 will be where free balls are tossed to and acts like a safety in football or centerfielder in baseball | | |
|  | **Development** | | |
| 2 min | Still in previous semi-circle. Teacher led review of the “***Underhand Serve.***” For Grade 7 or 8 students you could optionally review the “***Underhand Serve***” and move on to instruction on the ***“Overhand Serve”*** | | |
|  | Underhand Serve Instructional Cues   * **LOW** * **BOWL** * **DROP-HIT** * **FOLLOW THROUGH** | | Overhand Serve Instructional Cues   * **BOW & ARROW** * **TENNIS TOSS** * **STEP & SWING** * **HIGH FIVE** |
| 5 min | **Partner Serving (***see Appendix B for complete instruction)*   * Focus on serve you have instructed; If some students are already proficient at the underhand serve set a goal of 5 serves “in” in a row before they can switch to overhand for the remaining lessons. | | |
| 5 min | **Butterfly Drill or Variations** (*see Appendix B for complete instruction)*   * Mini Game using every skill (serve, forearm pass, overhead pass, spike) | | |
| 10 min | **Free Ball Game** (*see Appendix B for complete game instruction)*   * Emphasize the importance of good passing to set up the attack and proper positioning   + Proper positioning lays out people’s jobs so there is less confusion over who does what.     - Position 6 passes the free ball; Position 2 passes the 2nd ball (ideally, but everyone should be ready); positions 3 & 4 prepare to attack     - Everyone is always ready to pass, just in case! Put the ball high and to the middle of the court if in trouble! | | |
|  | **Culminating Activity** | | |
| 10 min | **Tripleball** (*see Appendix B for complete game instruction)*   * Emphasize the importance of good passing to set up the attack and proper positioning   + Proper positioning lays out people’s jobs so there is less confusion over who does what.     - Position 6 passes the free ball; Position 2 passes the 2nd ball (ideally, but everyone should be ready); positions 3 & 4 prepare to attack     - Everyone is always ready to pass, just in case! Put the ball high and to the middle of the court if in trouble! | | |
|  | **Closure** | | |
| 5 min | Call students in to sit in semi-circle around teacher.  Teacher led review of positioning for serve receive and defence (e.g. serve).  Sample Questioning:  **Why do we want someone at the net during the serve?**  e.g. It gives us a target to pass the ball to and means there is less confusion over who should pass the ball next.  **Based on the serve receive positioning, and everything else we have covered where would you want to serve?**  e.g. To the back corners (Position 1 & 5) or close to the net.  **Based on our defensive positions who do you think should cover which areas?**  e.g. The far back is covered by position 6, and in most cases, it is easier for people to move forward to cover space than backing up.  **Based on the defensive positioning, and everything else we have covered where would you want to play the ball on your attacks?**  e.g. To the back corners (Position 1 & 5) to make the players move; middle of the court (attack line position 3); any open space  **Why is everyone’s passing so important? (Addition: Why is it important to be supportive of teammates?**  e.g. Everyone has to pass at some point so all need to be able to pass. If you want to spike you need to give good passes, or teammates do. (People don’t perform better if they are stressed!) | | |

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| **Middle School Volleyball Unit: Lesson # 8** | |
| **Equipment Needed:**  - 15 to 20 volleyballs  - [optional] Two volleyball antennae or pool noodles (visually divide courts) | |
|  | **Warm Up / Introductory Activities** |
| 5 min | **Free Ball Game (***see Appendix B for complete game instruction)* |
| 2 min | Call students in to sit in semi-circle around teacher just off to the side of a court. Teacher led review of positioning on the court and strategy with a demonstration group on the court.  Sample Questioning:  **Why do we want someone at the net during the serve?**  e.g. It gives us a target to pass the ball to and means there is less confusion over who should pass the ball next.  **Based on the serve receive positioning, and everything else we have covered where would you want to serve?**  e.g. To the back corners (Position 1 & 5) or close to the net.  **Based on our defensive positions who do you think should cover which areas?**  e.g. The far back is covered by position 6, and in most cases, it is easier for people to move forward to cover space than backing up.  **Based on the defensive positioning, and everything else we have covered where would you want to play the ball on your attacks?**  e.g. To the back corners (Position 1 & 5) to make the players move; middle of the court (attack line position 3); any open space  **Why is everyone’s passing so important? (Addition: Why is it important to be supportive of teammates?**  e.g. Everyone has to pass at some point so all need to be able to pass. If you want to spike you need to give good passes, or teammates do. (People don’t perform better if they are stressed!) |
|  | **Development** |
| 10 min | **Final Skills Assessment** (*see Appendix A for materials & design)*   * Assess Spike, Forearm Pass, and Overhead Pass |
| 10 min | **Attack & Defend Game (***see Appendix B for complete game instruction)*   * Emphasize the importance of good passing to set up the attack and proper positioning   + Proper positioning lays out people’s jobs so there is less confusion over who does what.     Serve Receive Team:   * + - Stay back – It’s easier to move forward!     - Position 2 passes the 2nd ball (ideally, but everyone should be ready); positions 3 & 4 prepare to attack; everyone else moves to defence positions     - Everyone is always ready to pass, just in case! Put the ball high and to the middle of the court if in trouble!   Serving (Defensive) Team:   * + - Start in defensive positions: positions 2-4 at the net; 6 is back middle, server moves in quickly to their spot. Back row players cover most of the court (easier to move forward!)     - Everyone is always ready to pass, just in case! Put the ball high and to the middle of the court if in trouble! |
| 5 min | **Final Serving Assessment**  (*see Appendix A for materials & design)*   * Using underhand or Overhand serve |
|  | **Culminating Activity** |
| 10 min | **Tripleball (***see Appendix B for complete game instruction)* |
|  | **Closure** |
| 3 min | Call students in to sit in semi-circle around teacher just off to the side of a court. Teacher led review of positioning on the court and strategy with a demonstration group on the court.  Sample Questioning:  **Why do we want someone at the net during the serve?**  e.g. It gives us a target to pass the ball to and means there is less confusion over who should pass the ball next.  **Based on the serve receive positioning, and everything else we have covered where would you want to serve?**  e.g. To the back corners (Position 1 & 5) or close to the net.  **Based on our defensive positions who do you think should cover which areas?**  e.g. The far back is covered by position 6, and in most cases, it is easier for people to move forward to cover space than backing up.  **Based on the defensive positioning, and everything else we have covered where would you want to play the ball on your attacks?**  e.g. To the back corners (Position 1 & 5) to make the players move; middle of the court (attack line position 3); any open space  **Why is everyone’s passing so important? (Addition: Why is it important to be supportive of teammates?**  e.g. Everyone has to pass at some point so all need to be able to pass. If you want to spike you need to give good passes, or teammates do. (People don’t perform better if they are stressed!) |