

Teacher: **Chris Seward**

Grade/subject: **High School**

Time available:

Lesson title/topic: **block, spike, overhead serve.**

Lesson date:

STANDARDS/BENCHMARKS/GLCE/HSCE addressed in this lesson:

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis).

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns,

fitness, and physical activities in dynamic settings.

OBJECTIVES:

Psychomotor: Students will be able to perform a block, and spike using TA from 3 of 4 times.

Cognitive: Students will be able to recognize the TA points of block, and spike

Personal Social: Students will be able to demonstrate these skills 3 of 4 times with a partner during the drills

INSTRUCTIONAL ACTIVITIES:

Time: **Anticipatory Set: Does anybody watch the Olympics and see the Men's beach volleyball team, or the womens?**

Movement Preparation (Warm Up)

Centrally Located Position: In front of the students while they are in four lines on the baseline prepared to do short drills for warm ups.

Dry Run: (demonstration/explanation): Students will be doing a series of drills to warm up. On the call by the teacher the students will perform the skills from the baseline to the free throw line and then once the last person reaches the free throw line they will do it back.

- 1. High Knees**
 - 2. Butt Kickers**
 - 3. Karaoke**
 - 4. High Skips**
-

Challenge: Try to do these skills correctly to warm you up and decrease the chance for injury.

Safety: Be aware of your surroundings, if you are feeling tired slow down.

Questions to Check Understanding: Where do you perform the skill to? When do you go back?

Transition: When I call out the first skill go.

Teaching Block

Teacher Model 4 Critical Points: Block

- 1. Ready**
- 2. Hands up**
- 3. Thumbs touching**
- 4. Fingers out**

Transition: when I say go everybody stand up and show me the critical points on my command.

Student Response (without equipment): students will stand and work on the TA points while the teacher supervises and calls out the 4 points.

Transition to end SR: freeze. Now when I say go everybody have a seat. Go

Questions to Check for Understanding: What does the ready position look like? How should your hand be situated?

Practice/Drill

Centrally Located Position: in front of students who are sitting on the baseline.

Dry Run: (demonstration/explanation): Students will be in groups of two, one student being the blocker and the other being the hitter. The hitter will hold the ball over the net while the blocker jumps up and hits the ball with the form of a block. The net will be lowered so the hitter can hold the ball over the net with ease. After performing this three times they will switch until the teacher says to stop.

After this drill the teacher will have the students put the net up higher to perform the next drill.

The next drill students will stay in the partners and the hitters will throw the ball up to the top of the net and the blocker will block the ball back to them. They will go through and do this three times once again.

Challenge: I challenge you to focus on keeping fingers away from the ball to keep from injury and to block the ball straight down

Safety: Keep fingers away so you do not get fingers bent back

Questions to Check Understanding: what happens when the blocker has performed their blocks three times?

Transition: When I say go I would like everybody to get with a partner and the tallest one get a ball the shorter one walk to the net and find a spot to work

Students Practice

Transition: freeze. When I say go whoever has the ball bring it back to the bag and the rest sit down along the baseline. Go

Teaching Spike

Teacher Model 4 Critical Points: Spike

- 1. Ready**
- 2. Step**
- 3. Arm back and Jump**
- 4. Swing**

Transition: when I say go everybody stand up and show me the critical points on my command.

Student Response (without equipment): students will stand and work on the TA points while the teacher supervises and calls out the 4 points.

Transition to end SR: freeze. Now when I say go everybody have a seat. Go

Questions to Check for Understanding: What does the ready position look like? How should your hand look after you finish? Can you touch the net?

Practice/Drill

Centrally Located Position: in front of students who are standing on the baseline.

Dry Run: (demonstration/explanation): There will be three students in a group. One student is hitting the other is tossing and the last student is on the other side of the net retrieving the ball. Students will focus on hitting the ball from the partners hands with spike form. The student that is holding the ball will be standing to the side of the ball and the spiker will walk up to the net and then the holder will toss the ball slightly above the net and the spiker will hit it and then the third partner will hit it back. They will do this three times and then switch. Tosser to retriever, retriever to hitter, hitter to tosser.

Challenge: I challenge you to hit the ball over the head and down to the ground, not

lofting it.

Safety: When spiking watch out for other students walking on the other side of the net.

Questions to Check Understanding: Where does the tosser go? Hitter? Retriever?

Transition: When I say go I would like everybody to get into groups of three and start their drills.

Students Practice

Transition: freeze. When I say go whoever has the ball bring it back to the bag and the rest sit down along the baseline. Go

Teaching Serve (oh)

Teacher Model 4 Critical Points: (oh) serve

- 1. Ready**
- 2. Toss**
- 3. Arm back**
- 4. Swing and follow through**

Transition: when I say go everybody stand up and show me the critical points on my command.

Student Response (without equipment): students will stand and work on the TA points while the teacher supervises and calls out the 4 points.

Transition to end SR: freeze. Now when I say go everybody have a seat. Go

Questions to Check for Understanding: How high should the toss be? Where should you make contact with the ball at?

Practice/Drill

Centrally Located Position: in front of students who are standing on the baseline.

Dry Run: (demonstration/explanation): This drill students are working on their overhead serve, there will be four groups of students. One group on each side of the court, creating two "games". One side will have the balls, and the others will be spread out within the court on the whistle the team with the balls will perform overhead serves to the other side with the people spread out and then if your serve hits on the ground then you get a point. The people spread out on the receiving

end can move but must leave one foot on a pivot. The servers will go until the teacher says freeze, and then they will switch who the servers are, switch sides.

Challenge: I challenge you to try and hit it to an open spot on the court

Safety: do not serve the ball for speed, but for accuracy.

Questions to Check Understanding: how can you move if you are not serving?

Transition: When I say go I would like everybody to get into groups of two, one get a ball and the other go to one side of the net one with the ball to the other.

Students Practice

Transition: freeze. When I say go whoever has the ball bring it back to the bag and the rest come to the middle of the gym.

RESOURCES/MATERIALS and CLASSROOM SET UP needs:

Volleyball nets, volleyballs, radio or stereo, whistle, hula hoops.

Source: <http://www.strength-and-power-for-volleyball.com/volleyball-blocking-drills.html>

Extra activities: “one up” volleyball