6th Grade Volleyball Unit Plan

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Rationale/Introduction

I chose to create a volleyball unit designed for the sixth grade. “The skills are presented from simple to complex to game-like. This unit provides volleyball skills that could be used in game situations. The unit offers a variety of skills and games that lead to the students’ appreciation of Volleyball.” (Wenstrom, N.D.) During the unit the major skills to be focused on will be the serve, bump, and set. The students have been in a physical education class all year. However, these students fall short of the recommended 150 minutes of physical education per week that the US Surgeon General recommends that US school systems require. The sixth grade students only receive 50 minutes of physical education per week. All students in the class have had previous experience when it comes to volleyball. They have been taught the volleyball unit to a lesser extent since the first grade.

In order to be successful during this unit the students must have acquired motor skills such as: basic locomotor skills like running, hopping, sliding etc. in order to get to the ball, the basic concept of the game of volleyball, what the three main skills look like (serve, bump, and set), and how the players rotate on the court during a game of volleyball.

The students will learn the three major skills of volleyball. The students will learn how to serve underhand, pass the ball by using the bump, and also pass the ball by using the set. The unit will also briefly touch on both the spike and block but to a much lesser extent and the students will not be assessed on the spike nor the block. The students will learn the three major skills as well as the two minor skills to improve their skill level for the game of volleyball. The students will be assessed on all three domains of cognitive, psychomotor, and affective. The psychomotor test will consist of a peer assessment skill test and will be completed as a pre, mid and post-test. The cognitive assessment will be a written quiz and the affective assessment will be based on the use of sportsmanship and fair play shown during the class.

**Composition of Class**

**Number of Students: 23**

* 12 Boys
* 11 Girls

**Grade Level: Mrs. Healey**

* 6th Grade

**Development Level:**

* All twenty-three students fail to meet the requirement of 150 minutes of physical education per week. All twenty-three students have experience with volleyball and have been taught the unit of volleyball to a lesser extent since the first grade. All the students have a basic skill level with some higher than others. By the end of the volleyball unit, students are expected to show competency in the three major skill areas taught during the volleyball unit. All students are expected to know how to properly rotate in a game of volleyball by the end of this unit.

**Facility:**

* The school has one large gymnasium. The gym has lines for a basketball court and a volleyball court. The gym is equipped with a white board to use as a teaching tool for the class. The school also has a full size football field. However, it will not be used because of the unit being taught and the snow and temperature.

**Length of Class**

* 50 minutes

**Equipment List**

* 6 volleyball nets
* 23 volleyballs
* 23 gatorskin balls
* 1 music player
* 1 white board marker
* 1 white board.

**Clothing**

* Students are expected to have proper footwear for the physical education class.

Unit Objectives

* SWBAT demonstrate competency of the set (pass) by being checked off on specific cues based on a peer assessment. (NASPE 1)
* SWBAT demonstrate accuracy with the use of the overhand serve in a game of pin knockdown and knocking down their pin with the ball. (NASPE 1)
* SWBAT demonstrate competency in the skills learned during the volleyball unit by being checked off if seen completing a skill correctly during the 4 way volleyball game. (NAPSE 1)
* SWBAT demonstrate competency in the skills learned during the volleyball unit by being checked off if seen completing a skill correctly during a modified mini-volleyball game. (NASPE 1)
* SWBAT demonstrate use of teamwork by working together as a team in the game of volleyball. (NASPE 5)
* SWBAT demonstrate knowledge of volleyball by scoring a 75% or higher on a written quiz. (NASPE 2)

**Introductory Activities**

**Day 1 – 2 minute jog, Doctor Tag**

* There will be 5 doctors (blue noodles)
* There will be 3 germs (orange noodles)
* The germs are trying to tag everyone including the doctors
* If tagged by a germ you must freeze
* The doctors attempt to unfreeze everyone including other doctors.
* If all 5 doctors get tagged the game is over.

**Day 2 – 2 minute jog, NH 300 (modified)**

* Students will be split into two teams
* On the cue of the teacher students will begins running around four cones making only left hand turns
* During the game the students must bump or set the volleyball while doing their lap
* Once finished the lap the student will pass the ball to the next person in line.

**Day 3 – 2 minute jog, Steal the Gold**

* Students will be split into four teams
* Each team will have its own quarter, hula hoop, and gold pieces
* On the cue of the teacher students will begin to move around the gym trying to steal the gold (Wiffleball) out of the other teams hula hoops
* Each team tries to steal the gold from the other three teams and have all the gold in their hula hoop
* The game ends if one team is able to collect all of the gold in the game
* If a student is tagged outside their quarter they must return to their quarter before continuing the game

**Day 4 – 2 minute jog, Smugglers and Patrol**

* Students will be split into two teams
* There will be 4 hula hoops with 4 wiffleballs of the same color
* One team will be the smugglers
* The other team will be the goodies
* The smugglers will try to remove the correct wiffleball from the same color hoop
* The goodies try to put the same color wiffleball in the same color hoop

**Day 5 – 2 minute jog, Fitness Tag**

* Four students will be picked as taggers.
* All four students will have a noodle
* The remainder of the students will spread out over the basketball court
* Once the cue of the music starts students will try to tag other students
* Once a student is tagged they will be handed the noodle
* Students must complete the exercise based upon the color of noodle they receive before they go and attempt to tag another student
* Once they tag a student they will hand them the noodle

**Terminology**

**Bump-** It is utilized to pass the serve, play balls below the waist, play hard driven balls, and contact balls located far from the player.

**Set-** Most controllable of the ball-handling skills. Used for accurately passing any ball above the head to a teammate and for the setting technique of passing the ball to an attacker with specific height, trajectory, and placement.

**Over arm Serve-** Process of throwing ball up in the air and hitting the ball with it above head. The striking arm action on the toss resembles an overhand throwing motion. Can only score when your team is serving.

**Block-** Is used to counter a forceful attack defensively. Accomplished by jumping and positioning the hands above and over the net, decreasing the area available for the attacker to drive the ball downward forcefully into the blocker’s court.

**Game Strategy-** Process of deciding what type of game that the team will play. Have both Defensive strategies and Offensive strategies.

**Defense-** Process of preventing offensive team from scoring.

**Spike-** Also known as hit or attack. A ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker.

**Class Rules**

* Treat teachers and classmates with respect
* Follow directions
* Acceptable sport behavior
* Use equipment properly and safely
* Keep your hands and feet to yourself
* Participate in all activities
* Use good sportsmanship
* HAVE FUN!
* D.Y.B. (Do your best)

**Technology**

I Pad

* Team shuffle app is used to create teams pretty much everyday

White Board

* The white board is used every day to explain warm-up activities and goals for the day as well as skill cues

I Phone Video

* A video was watched during the second week about volleyball so students could see a real live game played and what it looked like.

**Instructional Aids**

Poster 1

* A poster created by teacher with pictures for the cues of the bump and set so students could see it during class time as a reminder

Poster 2

* A poster created by teacher with pictures for the cues of the bump and set so students could see it during class time as a reminder

White Board

* Before the posters were created the white was used to show the cues as a reminder of the bump and set

**Prerequisite Skills**

**Walking-** All students must be able to do this skill to be able to participate during the health fitness unit plan and physical education class.

**Running-** All students must be able to do this skill. Students should have been taught this since kindergarten in physical education. The speed of the running does not matter.

**Sliding/Shuffling-** All students must be able to do this skill. Students should have been taught these locomotor skills in a younger grade. These skills will help the student move towards the ball in a volleyball setting.

**Serve-** All students should have a brief idea of how to serve the ball using the overhand method

**Bump-** All students should have a brief idea of how to properly bump pass the ball to a teammate

**Set-** All student should have a brief idea of how to set the ball properly to a teammate

**Concepts**

All students should understand the concept of teamwork and sport. Students should understand the point of the game is to score points by hitting the ball over the net into open space. Students should also understand the concept of team defense to return the ball back to the opposing team.

**Pre-Assessment Techniques**

All students will be pre-assessed with use of a peer assessment rubric for the bump, serve, and set. The students will be placed into pairs and they will peer assess one another based on a rubric scoring system that is pre-determined by the teacher.

Informal Assessments (Affective)

Students are checked off if they are seen working as a good teammates during the volleyball modified mini games by the teacher walking around.

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Formal Assessment (Cognitive) Written Quiz

1. Which pass is used when contacting the ball with your forearm?
	1. Set
	2. Bump
	3. Serve
	4. All of the above
2. Which pass is used when contacting the ball with your fingertips?
	1. Set
	2. Bump
	3. Serve
	4. All of the above
3. Where is ball served from in the game of volleyball?
	1. Front Right
	2. Back Right
	3. Front Center
	4. Front Left
4. When serving the ball are arm should be at full extension (straight) when contacting the ball?
	1. True
	2. False
5. The three cues for the bump are?
	1. Ready Position, Contact, Follow Through
	2. Bend Knees, Swing, Overhead
	3. Straight legs, Little movement, Contact
	4. All of the above
6. When serving a volleyball which shape do you make during the windup?
	1. B
	2. C
	3. J
	4. L
7. When serving the ball we make contact using which body part?
	1. Fingertips
	2. Palm
	3. Knee
	4. Toe
8. Mr. Ross, Mr. Yaeger, and Mr. Swift are the best physical education teachers ever!!
	1. True
	2. False

**Volleyball Skills Assessment 6th Grade**

**Pre, Mid, and Post Assessments**



**Objective:** To assess students overall improvements for the volleyball skill of the set pass.

**Instructions:** Each student will set a volleyball to themselves while the teacher assess their form based on the following categories: Athletic Stance, Fingers forming a diamond with elbows bent, Contact with finger tips above and in front of forehead, and the use of wrists to push the ball up and towards the wall. The teacher will place a score of 0-4 for each student.

**Set Pass**

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| 1. Athletic stance (knees bent, feet shoulder width apart) |
| 2. Fingers form a diamond above forehead with elbows bent |
| 3. Contact ball with finger pads above & in front of forehead |
| 4. Use wrists to push up and away |

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| 4 | Student showed good form for all four categories in a fluid motion |
| 3 | Student showed good form for all four categories |
| 2 | Students showed good form for two- three categories |
| 1 | Student showed good form for one category or less |
| 0 | Student did not attempt |

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Grading

NASPE Standard 1, NH Guideline 3:

65%

* Pre Assessment – 15%
* Mid Assessment – 15%
* Post Assessment – 35%

NASPE Standard 2, NH Guideline 4:

20%

* Cognitive Assessment

 NASPE Standard 5 NH Guideline 6:

15%

* Teamwork – 5%
* Following Class Rules – 10%

**Standards**

**The standards being assessed are:**

NASPE Standard 1, NH Guideline 3:

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NASPE Standard 2, NH Guideline 4:

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

 NASPE Standard 5 NH Guideline 6:

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**The other standards being addressed are:**

NASPE Standard 3, NH Guideline 1:

Participates regularly in physical activity.

NASPE Standard 4, NH Guideline 2:

Achieves and maintains a health-enhancing level of physical fitness.

NASPE Standard 6, NH Guideline 5:

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Block Plan

Day 1

Unit Assessment and Grading Criteria: Students will be assessed throughout the unit on the following areas: Class Participation, skill development and a cognitive test

Standard/Guideline Assessed: NASPE Standard 1, NH Guideline 3

Standard/Guideline Addressed: NASPE Standard 5, NH Guideline 6

Lesson Objective: SWBAT demonstrate competency of the set (pass) by being checked off on specific cues based on a teacher assessment and a rubric that scores students from 0-4

Pre- Assessment: The student will be given a score from 0-4 based on a rubric that’s states proper use of form while performing the volleyball skill of setting. The teacher will walk throughout the class giving each student a score during a practice skills session

Introductory Activities: 2 minute jog, Doctor Tag

Skill/Concept Development (Lesson Focus): This lesson will focus on pre-assessing the student skill level of setting a volleyball. The lesson will also have an introductory to volleyball as well as go over the skills of bumping and setting.

Culminating/Application Activity: After the students are finished with the introductory activity (Doctor Tag), the students will quickly be lead through a stretch that is led by the teacher. Next student will receive an introductory to volleyball and learn the cues for the bump and the set. After this students will spread out in the gym for practice time. As this happens the teacher will go around giving each student a score of 0-4.

Closure: What are the three cues for the bump? What are the three cues for the set pass? Can someone tell me another skill that is used in the game of volleyball?

Assessment: The pre-assessment will be a skill based test to assess student’s form of setting a volleyball with use of a rubric. Student will receive a score of 0-4 from the teacher. (Psychomotor)

Day 2

Standard/Guideline Assessed: NASPE Standard 1, NH Guideline 3

Standard/Guideline Addressed: NASPE Standard 5, NH Guideline 6

Lesson Objective: SWBAT demonstrate accuracy with the use of the overhand serve in a game of pin knockdown and knocking down their pin with the ball.

Review: Teacher will have students all demonstrate the cues of the bump and set by acting them out as a group.

Introductory Activities: 2 minute jog, NH 300 (Modified using bump and set)

Skill/Concept Development (Lesson Focus): The lesson is focused on the review of the bump and set as well learning the new skill of the overhand serve. The students will be assessed on correct form of the overhand serve but will not be put towards grading

Culminating/Application Activity: Students will participate in the introductory activity. After the students are warmed up and stretched out students will go over a review of the bump and set cues. Next students will watch an I Movie on what the game of volleyball looks like and all the skills it entails. The students will then learn the overhand serve and be given a chance to practice the skill. At the end of class students will play a modified volleyball type game called messy backyard and using only skills they have learned in the class.

Closure: What are the five cues for the overhand serve? When is the overhand serve used? If we are attempting to serve the ball to the opposing team, what type of space should we be trying to hit the ball into?

Assessment: Students will be assessed on their ability to use the overhand serve during the game play. This will not be used as grading though. (Psychomotor)

Day 3

Standard/Guideline Assessed: NASPE Standard 1, NH Guideline 3

Standard/Guideline Addressed: NASPE Standard 5, NH Guideline 6

Lesson Objectives: SWBAT demonstrate competency of the set (pass) by being checked off on specific cues based on a teacher assessment and a rubric that scores students from 0-4

Review: Teacher will go over the three main skills taught thus far. The bump, set and serve will all be reviewed by doing a class demonstration.

Introductory Activities: 2 minute job, Steal the gold

Skill/Concept Development (Lesson Focus): The focus of this lesson will be to allow student to use their skills learned in a modified game after practicing and reviewing them. Students will also be given a mid-assessment for the set pass like on day 1.

Culminating/Application Activity: After the introductory activity and stretch both students and teachers will complete a review of the bump, set, and serve. Students will be given time to practice the set, bump and serve as the teacher will move throughout the gym and assess the students on their setting form. After the assessment students will play a modified 4 way volleyball game in teams of 4 or 5.

Closure: What is the order of the five main skills? Is it easy to hit the target with the bow? Do you think this activity would be easier in a controlled environment without wind?

Assessment: Students will be assessed by how they are able to work in a team environment. (Affective) Students will be assessed for the second time for proper form when setting a volleyball. (Psychomotor)

Day 4

Standard/Guideline Assessed: NASPE Standard 1, NH Guideline 3

 NASPE Standard 2, NH Guideline 4

Standard/Guideline Addressed: NASPE Standard 3, NH Guideline 1

Lesson Objectives: SWBAT demonstrate competency of the set (pass) by being checked off on specific cues based on a teacher assessment and a rubric that scores students from 0-4

SWBAT demonstrate knowledge of everything taught during the unit by scoring a 75% or higher a written quiz.

Review: Teacher will review the proper technique bump, set, and serve

Introductory Activities: 2 minute jog, Fitness Tag

Skill/Concept Development (Lesson Focus): The focus of this lesson will be the post assessment and the written quiz

Culminating/Application Activity: After students perform Fitness tag and go over the review for the day, they will learn how to properly use rotation for the game of volleyball. After this the students will do a review of the three main skills. After the review students will practice their skills where the teacher will walk around and assess the students for form using a rubric for the set. After the quick skills practice students will take a written quiz on volleyball. If time remains, the students will play a 4 v 4 mini volleyball games using proper rotation, and the skills learned during this unit.

Closure: Which way do we rotate in the game of volleyball? During this unit can we name some things we feel we have gotten better at doing (skill wise)?

Assessment: Students will be assessed by the teacher base on form using a rubric for the set scoring from 0 – 4. (Psychomotor) Students will also take a written quiz based on what was taught during the volleyball unit. (Cognitive)

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| **Content Analysis – Volleyball** |
| **Extension** | **Refinement** | **Application** |
| *A task that adds complexity or difficulty to the prior task: progression, simple to complex. Intra-task or Inter-task.* | *Qualitative aspect of the extension task: cues/points of emphasis: feedback focus.* | *A competitive, self-testing, “game-like” or performance focus: progression, simple to complex.* |
| **Extension** | **Refinement** | **Application** |
| **Lesson 1 Volleyball Skills (Setting & Bump) Pre-Assessment Skills Test** |
| Set Pass | Setting Cues:* Ready Position
* Look & Contact
* Snap & Follow-Through

Non Cues: * Legs Straight Up
 | Skill Practice and Pre-Assessment |
| Bump Pass  | Bumping Cues:* Ready Position
* Contact
* Follow-Through

Non Cues:* Straight Legs
* Swings your arms
 | Skill Practice  |
| Pre-Assessment | The focus is the volleyball skill of setting. The skill will be assessed on form not performance | Skill test based on form |
| Messy Backyard | •Students will be split into two teams.•There will be gatorballs on the floor on both sides of the court. •On the cue of the teacher the students will attempt to throw the gatorballs over the volleyball net that is set up in the middle of the court.•The objective of the game is to throw all of your gatorballs onto the other teams side and “clean” your backyard | Game Play |

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| **Content Analysis – Volleyball** |
| **Extension** | **Refinement** | **Application** |
| *A task that adds complexity or difficulty to the prior task: progression, simple to complex. Intra-task or Inter-task.* | *Qualitative aspect of the extension task: cues/points of emphasis: feedback focus.* | *A competitive, self-testing, “game-like” or performance focus: progression, simple to complex.* |
| **Extension** | **Refinement** | **Application** |
| **Lesson 2 Volleyball Skills (Serve)**  |
| Bump and Set Practice | * Students will be split into two teams
* On the cue of the teacher students will begins running around four cones making only left hand turns
* During the game the students must bump or set the volleyball while doing their lap
* Once finished the lap the student will pass the ball to the next person in line.
 | NH 300 (modified) |
| Overhand Serve | Overhand Serve Cues* Ready Position
* Toss
* Windup (Make an L)
* Contact
* Follow Through

Non Cues:* Contact with forearms or fingertip
* Legs straight
 | Skill Practice |
| Rotation | * Always moving clockwise
* Server is always in the back right
* Only rotate once the serve is gained back.
 | Game Play |
| Catch and Pass Volleyball | * Students will be split into four equal teams
* The game will start with use of an overhand serve.
* The students on the receiving team must catch the ball.
* The next move must be a bump pass to a teammate
* The teammate must catch it
* Then bump it over the net to the other team.
 | Game Play |

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| **Content Analysis – Volleyball** |
| **Extension** | **Refinement** | **Application** |
| *A task that adds complexity or difficulty to the prior task: progression, simple to complex. Intra-task or Inter-task.* | *Qualitative aspect of the extension task: cues/points of emphasis: feedback focus.* | *A competitive, self-testing, “game-like” or performance focus: progression, simple to complex.* |
| **Extension** | **Refinement** | **Application** |
| **Lesson 3 Volleyball Skills modified game play (Mid-Assessment)** |
| Dodging, Fleeing, chasing | * Students will be split into four teams
* Each team will have its own quarter, hula hoop, and gold pieces
* On the cue of the teacher students will begin to move around the gym trying to steal the gold (Wiffleball) out of the other teams hula hoops
* Each team tries to steal the gold from the other three teams and have all the gold in their hula hoop
* The game ends if one team is able to collect all of the gold in the game
* If a student is tagged outside their quarter they must return to their quarter before continuing the game
 | Steal the gold |
| Mid-Assessment | The focus is the volleyball skill of setting. The skill will be assessed on form not performance | Skills test based on form |
| Skill Review | Overhand Serve Cues* Ready Position
* Toss
* Windup (Make an L)
* Contact
* Follow Through

Bump* Ready Position
* Contact
* Follow Through

Set* Ready Position
* Look & Contact
* Snap & Follow Through
 | Demonstration |
| 4 way volleyball | * Set up nets so they form four separate courts (resembling a four square court).
* The class is divided into four teams.
* Play begins with the team in the fourth square serving to one of the other teams.
* Play will continue as in regulation volleyball, except the ball can be hit to one of the other three teams. If the any square makes a mistake the must go back to square one, and all other teams will rotate one space toward the forth square.
* The team in the fourth square is the team that serves.
 | Game Play |

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| **Content Analysis – Volleyball** |
| **Extension** | **Refinement** | **Application** |
| *A task that adds complexity or difficulty to the prior task: progression, simple to complex. Intra-task or Inter-task.* | *Qualitative aspect of the extension task: cues/points of emphasis: feedback focus.* | *A competitive, self-testing, “game-like” or performance focus: progression, simple to complex.* |
| **Extension** | **Refinement** | **Application** |
| **Lesson 1 Volleyball Skills modified game play (Post –Assessment)** |
| Dodging, Fleeing, chasing | * Students will be split into two teams
* There will be 4 hula hoops with 4 wiffleballs of the same color
* One team will be the smugglers
* The other team will be the goodies
* The smugglers will try to remove the correct wiffleball from the same color hoop
* The goodies try to put the same color wiffleball in the same color hoop
 | Smugglers |
| Post-Assessment | The focus is the volleyball skill of setting. The skill will be assessed on form not performance | Skill test based on form |
| Skill Review | Overhand Serve Cues* Ready Position
* Toss
* Windup (Make an L)
* Contact
* Follow Through

Bump* Ready Position
* Contact
* Follow Through

Set* Ready Position
* Look & Contact
* Snap & Follow Through
 | Demonstration/Practice Time |
| Modified volleyball game | * Students will play the game of volleyball by the normal rules
* Students will use rotation after a serve is gained back
* Depending on time each team will have a chance to play one or two games
* Students will be on a team of 4 instead of 6.
 | Game Play |

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| **Content Analysis – Volleyball** |
| **Extension** | **Refinement** | **Application** |
| *A task that adds complexity or difficulty to the prior task: progression, simple to complex. Intra-task or Inter-task.* | *Qualitative aspect of the extension task: cues/points of emphasis: feedback focus.* | *A competitive, self-testing, “game-like” or performance focus: progression, simple to complex.* |
| **Extension** | **Refinement** | **Application** |
| **Lesson 1 Volleyball Skills modified game play (Cognitive Assessment)** |
| Dodging, Fleeing, chasing | * four students will be picked as taggers.
* All four students will have a noodle
* The remainder of the students will spread out over the basketball court
* Once the cue of the music starts students will try to tag other students
* Once a student is tagged they will be handed the noodle
* Students must complete the exercise based upon the color of noodle they recieve before they go and attempt to tag another student
* Once they tag a student they will hand them the noodle
 | Fitness Tag |
| Cognitive Assessment | The focus will be on the cues of the volleyball skills as well as rotation and some game play rules based on what was taught in class. | Written quiz |
| Skill Review | Overhand Serve Cues* Ready Position
* Toss
* Windup (Make an L)
* Contact
* Follow Through

Bump* Ready Position
* Contact
* Follow Through

Set* Ready Position
* Look & Contact
* Snap & Follow Through
 | Demonstration/Practice Time |
| Modified volleyball game | * Students will play the game of volleyball by the normal rules
* Students will use rotation after a serve is gained back
* Depending on time each team will have a chance to play one or two games
* Students will be on a team of 4 instead of 6.
 | Tournament Game Play |