

**Title: Volleyball/Handball**  
**Topic:**  
**Designers: Adam Smith**

**Subject/Course: Physical Education**  
**Grades: 6,7,8**

### ***Stage 1: Desired Results***

This lesson is intended to help begin to develop mature manipulative, locomotor skills, and social skills through cooperative gameplay in Volleyball and Handball. Students will focus on basic strategy, rules, and skills needed to compete in game situations. Ultimately leading to a culminating event before the holiday season.

- 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.
  - a) Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.
- 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.
  - a) Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.
- 8.1 The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.
  - a) Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.

NASPE: **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### ***Established Goals:***

Focus on fundamentals with locomotor and manipulative skills that are needed to compete in a game of Volleyball and Handball.  
Developing communication and team building strategy to compete in a cooperative game.  
? Students will be able to explain what is needed to setup a game, perform in a game, and complete a game using learned skills and strategies.

#### ***Essential Questions:***

Is it more beneficial to focus on using only one member of the team to accomplish the task of winning a Volleyball game?  
What other games can you think of that may require some of the same skills found in Volleyball and Handball?  
How can we transfer what is learned in gameplay to other strategic games or sports?

<p><b>Students will know...</b></p> <p>How to perform key volleyball skills and when each skill would be used.</p> <p>Set, Bump, Spike, Serve, service line.</p> <p>Transfer of knowledge from these sports can be used in other sports and activities.</p> <p>The value of teamwork to accomplish a task.</p>	<p><b>Enduring Understandings:</b>  <b>Students will understand that...</b></p> <p>In order to compete and complete a game of Volleyball and Handball teamwork is essential.</p> <p>Many things in life require teamwork to insure completion of task.</p> <p>Communication is important in order to define clear strategies and paths to success.</p>	<p><b>Students will be able to... (do)</b></p> <p>Compete in a volleyball and handball game successfully.</p> <p>Conduct practice in a group setting and use communication to develop strategies.</p> <p>Compete in a Holiday tournament of Handball against the other grades as well as compete in a game against staff members.</p>
<p><b>Stage 2: Assessment Evidence</b></p> <p><b>What will you accept as evidence of proficiency?</b></p>		
<p><b>Performance Tasks:</b></p> <p>Students will perform in games using the skills learned throughout each lesson.</p> <p>Students will be able to name each skill and how it would be used in game to achieve the end goal of scoring.</p> <p>Students will communicate during games and adjust strategy as needed.</p>	<p><b>Key Criteria:</b></p> <p>Students will compete in a Holiday tournament against each grade and participate in a staff vs student game.</p>	
<p><b>Other Evidence:</b></p> <p>Students will be required to write a reflection on the Holiday tournament that will be used to gauge student awareness to the importance of teamwork and if enthusiasm for participating in the tournament warrants it being continued for the next school year.</p>		

<p><b>Stage 3: Learning Plan-</b></p>
<p>The learning plan includes learning experiences and instruction that enable students to achieve desired results.</p> <p>The learning plan should:</p> <p>Lesson one: Cover rules, procedures, and skills needed to hit a volleyball. Practice skills Discuss the Holiday Staff vs student Volleyball game.</p> <p>Lesson two: Cover rules, procedure, and skills needed to play Ruffner Handball. Discuss the Holiday Turkeybowl Handball Tournament.</p> <p>Lesson three: Small group practice with volleyball using various hitting methods.</p> <p>Lesson four: Ruffner handball games to evaluate strength and weakness. Evaluation for forming teams</p> <p>Lesson five: Volleyball game play and small group practices.</p> <p>Lesson six: Establish teams for the Turkeybowl. Gameplay to allow for strategy adjustment</p> <p>Lesson seven: Final volleyball gameplay before the Holiday</p> <p>Lesson eight: Turkeybowl game day.</p>

