Marking

INTRODUCTORY

Outcomes:

I can demonstrate chasing and fleeing in a game.

Instructions:

Each child has a partner who is somewhat equal in ability. Under control, one partner runs, dodges, and tries to lose the other, who tries to stay within 3 ft of the runner. On signal, both freeze. The chaser must be close enough to touch his/her partner to say that they have marked (scored a point) them. Partners then reverse roles.

Teaching Hints:

1. Use different locomotor movements.  
2. Allow a point to be scored only when they touch a specified body part (i.e., knee, elbow, left hand).

Circuit Training

FITNESS DEVELOPMENT

Outcomes:

I can contrast flexibility and cardiovascular activities.  
I can distinguish between flexibility activities and muscular strength activities.

Instructions:

Students do the best they can at each station within the time limit. This implies that not all youngsters are required to do the same workload. Children differ and their ability to perform fitness workloads differs. Make fitness a personal challenge.  
Rope Jumping  
Triceps Push-Ups  
Agility Run  
Body Circles  
Hula Hoop  
Knee Touch Curl-Ups  
Crab Walk  
Tortoise and Hare  
Bend and Twist  
Conclude circuit training with 2-4 minutes of walking, jogging, rope jumping, or other aerobic activity.

Teaching Hints:

Tape alternating segments of silence and music to signal duration of exercise. Music segments (begin at 30 seconds) indicate activity at each station while intervals of silence (10 seconds) announce it is time to stop and move forward to the next station.  
Use signals such as start, stop, and move up to ensure rapid movement to the next station.  
Ask students to do the best they can. Expect workloads to differ.

Volleyball Skills - Overhand Pass, Forearm Pass

LESSON FOCUS

Outcomes:

I can volley a ball in the air using an overhand pass demonstrating two of four cues.  
I can explore the forearm pass from a partner's soft toss using a beach ball.  
I can rally with a partner using forearm and overhead passing.

Instructions:

**Skills**  
Practice the following skills:  
Overhand Pass  
    To execute an overhand pass, the player moves underneath the ball and controls it with the fingertips. The cup of the fingers is made so that the thumbs and forefingers are close together and the other fingers are spread. The hands are held forehead high, with elbows out and level with the floor. The player, when in receiving position, looks ready to shout upward through the hands. The player contacts the ball above eye level and propels it with the force of spread fingers, not with the palms. At the moment of contact, the legs are straightened and the hands and arms follow through.  
Forearm Pass (Underhand Pass)  
    The hands are clasped together so that the forearms are parallel. The clasp should be relaxed, with the type of handclasp a matter of choice. The thumbs are kept parallel and together, and the fingers of one hand make a partially cupped fist, with the fingers of the other hand overlapping the fist. The wrists are turned downward and the elbow joints are reasonably locked. The forearms are held at the proper angle to rebound the ball, with contact made with the fists or forearms between the knees as the receiver crouches.

**Individual Passing Drills**  
1. Practice wall rebounding: Stand 6 ft away from a wall. Pass the ball against the wall and catch it.  
2. From a spot 6 ft from the wall, throw the ball against the wall and alternate an overhand pass with a forearm pass.  
3. Throw the ball to one side (right or left) and move to the side to pass the ball to the wall. Catch the rebound.  
4. Pass the ball directly overhead and catch it. Try making two passes before catching the ball. Later, alternate an overhand pass with a forearm pass and catch the ball. This is a basic drill and should be mastered before proceeding to others.  
Partner Passing Drills  
1. Players are about 10 ft apart. Player A tosses the ball (controlled toss) to player B, who passes the ball back to A, who catches the ball. Continue for several exchanges and then change throwers.  
2. Two players are about 15 ft apart. Player A passes to himself or herself first and then makes a second pass to player B, who catches the ball and repeats. Follow with a return by B.  
3. Players A and B try to keep the ball in the air continuously.  
4. Players are about 15 ft apart. Player A remains stationary and passes in such a fashion that player B must move from side to side. An option is to have player B move forward and backward.  
5. Players are about 10 ft apart. Both have hoops and attempt to keep one foot in the hoop while passing. Try keeping both feet in the hoop.  
6. Player A passes to player B and does a complete turnaround. B passes back to A and also does a full turn. Other stunts can be used.

Teaching Hints:

Using beach balls and trainer volleyballs will allow youngsters time to move into the path of the volleyball instead of reaching for the ball. Proper footwork is critical to the success of volleyball; using proper balls will help assure that youngsters learn correctly.

Instructional cues of passing include the following:  
1. Move into the path of the ball; don't reach for it.  
2. Bend the knees prior to making contact.  
3. Contact the ball with the fingertips (overhand pass).  
4. Extend the knees upon contact with the ball.  
5. Follow through after striking the ball.

Nets should be lowered to 6 ft and raised 6 to 12 in. as children mature.  
In the primary grades, children should have had ball-handling experiences related to volleyball skills. Rebounding and controlling balloons or beach balls is an excellent related experience.

Beach balls move slower and reduce students fear of getting hurt by a regulation volleyball. Volleyball trainers closely resemble a volleyball but are larger in diameter and lighter in weight. Either ball helps keep children from developing a fear of the fast-moving object.

Beachball Volleyball; Informal Volleyball

CLOSING ACTIVITY

Outcomes:

I can pass a volleyball in a game situation.  
I can serve a beach ball during a game.

Instructions:

**Beach Ball Volleyball**  
    The players of each team are in two lines on their respective sides of the net. The player on the right side of the back line serves, as in regulation volleyball. The distance is shortened, however, because serving a beach ball successfully from the normal volleyball serving distance is difficult. The player serves from the normal playing position on the court in the right back position. Scoring is similar to regulation volleyball. Play continues until the ball touches the floor. A team loses a point to the other team when it fails to return the ball over the net by the third volley or when it returns the ball over the net but the ball hits the floor out of bounds without being touched by the opposing team. The server continues serving as long as his team scores. Rotation is as in regulation volleyball. Position the server as close to the net as possible while still remaining in the right back position on the court.

**Informal Volleyball**  
    This game is similar to regulation volleyball, but there is no serving. Each play begins with a student on one side tossing the ball overhead and passing it over the net. Points are scored for every play, as there is no "side out." As soon as a point is scored, the nearest player takes the ball and immediately puts it into play. Otherwise, basic volleyball rules govern the game. Rotation occurs as soon as a team has scored 5 points, with the front and back lines changing place. Action is fast, and the game moves rapidly, as every play scores a point for one team or the other.