

VOLLEYBALL TACTICS VIA VELS

SAMPLE UNIT

Level 4: Health and Physical Education, Interpersonal Development

This unit of work is for Year 5/6 students and draws on Learning Focus statements from the Physical, Personal and Social Learning Strand. Volleyball is the activity through which students work towards meeting the relevant standards. Other activity/sports may be substituted.

Objectives:

The objectives of this unit are for students to:

- Work with a team to develop tactical thinking in volleyball
- Refine basic and complex motor skills in volleyball
- Take on a role of responsibility
- Develop effective conflict management strategies

Unit Outline:

Students participate in a range of modified volleyball activities with a focus on developing attack and defense strategies relevant to net/wall games. They participate in a season of sport education and experience team responsibilities, competition, tactical discussions and tactical and skill development.

Assessment Tasks:

Volleyball Tactics and Sport Education – Student Rubric (lessons 3,5,7,8)
Structured Observation – Teacher Rubric
Student Journal – teacher assessed
Statistics of game play checklist – peer assessment

Evidence of Learning

Students will:

Demonstrate improved levels of accuracy and precision when performing volleyball skills
Contribute to the team through problem solving, conflict management, responsibility for roles and skill development
Demonstrate an understanding of volleyball attack and defense tactics and strategies
Reflect on key elements of team membership

Resources:

Griffin, L.L., and Butler, J.I. (Eds.) *Teaching Games for Understanding: Theory, Research and Practice*. Champaign IL, Human Kinetics, 2005

Victorian Essential Learning Standards

Student participation in the unit Volleyball Tactics makes a contribution to students achieving a range of Victorian Essential Learning Standards. (Teachers need to be aware that these standards will need to be reassessed in different contexts, several times during Level 4).

Key Elements of Standards:	Dimension	Domain
Effectively use strategic thinking to improve individual and team game performance.	Movement and Physical Activity	Health and Physical Education
Refine basic and complex motor skills and apply these to modified volleyball games.	Movement and Physical Activity	Health and Physical Education
Describe and analyse the various roles required in competition sport	Movement and Physical Activity	Health and Physical Education
Work effectively in teams and take on a variety of roles.	Working in Teams	Interpersonal Development
Identify and use effective strategies to manage conflict.	Building Social Relationships	Interpersonal Development

Title: VOLLEYBALL TACTICS VIA VELS

Level: 4

Introduction:

Students will participate in team for an extended unit of eight weeks with the aim of developing a greater understanding of defense and attack strategies for net/wall games. Students will take on roles of responsibility for the management and training of their team.

Learning Focus:

This unit will address standards from one strand.

Physical, Personal and Social Learning

Health and Physical Education

Students:

- Use strategic thinking, communication and cooperation to enhance performance and participation in order to improve game performance.
- Undertake a variety of roles when participating in modified sports.
- Refine and extend their range of skills and perform them with increasing precision, accuracy and control in more complex games.

Interpersonal Development

Students:

- Identify the characteristics of members of effective teams and develop descriptions for particular roles.
- Recognise and discuss the influence that peers can have on behaviour and consider response options.

Lesson 1

Explain objectives of the Unit to students:

- To work in a team to improve their tactical thinking in a net/wall game.
- To take on a role of responsibility in their team.
- To develop effective conflict management strategies.
- To develop persistence when experiencing difficult tasks.
- To monitor and describe their progress in learning.
- To ask questions.
- To use information about game playing to help their team solve problems.

1. Form 6 sided, equal ability teams
2. Take team photo
3. Brainstorm team names
4. Brainstorm roles of responsibility
5. Select roles

Possible roles of responsibility

Coach	Athletic trainer	Statistician
Equipment Manager	Sport Information Director	Official

Discuss fundamental intention of net/wall games i.e. score by having the ball land in the opponent's court.

Game: 1 vs. 1 – Throw and Catch

The ball can only bounce once in the opponent's court.

3 second time limit with the ball.

Players determine the size of the court.

Alternate serves and count points for each play, not with serve.

Modifications include altering the court size, the net height and the ball size.

Focus Questions

Where is the best place to land the ball in order to score?

Where is the best place to attack from and why?

What is the best way to throw in order to score? (low and hard-less time for opponent)

How can you move the opposition out of position and create a space?

Where do you go after playing a shot?

How does altering the court size, ball size or net height change the way you play?

Rotate the students between playing 1 vs. 1 games and asking focus questions.

Journal Entry

Each team works together to complete their journal entry.

State the purpose of net/wall games.

List team members and name.

Explain one strategy learned during this lesson, for example; where to place the ball, where to stand after hitting the ball, how to get a player out of position, how net height affects shots.

Lesson 2

Warm up in teams (athletic trainer). Teacher provides trainers with a list of warm up activities or they can research these before the lesson.

Game: 1 vs. 1 – Long and narrow

Three second time limit.

The ball can bounce only once in the opponent's court.

Teachers predetermine the court size, long and narrow.

Focus Questions

Where do you score most of your points and why?

How can you move your opponents around to make space?

What strategies did you use to accumulate the most points and keep your opponent's points down?

Game: 1 vs. 1 – Short and wide

Same as long and narrow but with a short and wide court outline.

Focus Questions

Repeat questions used in long and narrow game.

Journal Entry

Write about the different strategies used from a long, narrow game to a short, wide game.

Lesson 3

Introduce rubric and discuss the purpose of the rubric. (See Appendix)
Discuss issues raised in the rubric and how they apply to the net/wall unit.
Students indicate in pencil where they believe they are at this stage of the unit.
Explain that the rubric will be used as part of the final assessment of the unit.

Game: 1 vs. 1 – Forehead Focus

Players determine the size of their court.
The ball must be caught and thrown from the forehead area only.
Violation of this rule means a point is awarded to the opposition.
Modifications include net height and ball size.

Focus Questions

What is the best position for your body to effectively catch and throw the ball?
Where is the most effective place to stand on the court?
What movement skills do you need to use when playing this game?

Skill Session: Volleying

Introduce volleying skill using direct teaching.
Use drill practice for volleying skills
Technical focus:
Hand position, knee bend, arm extension, follow through and summation of forces.

Game 1 vs. 1 – Volleying game with cooperative focus

Groups of 3, with 2 playing and the observer keeping a tally.
In a time limit, aim for the highest number of consecutive volleys. Rotate turns.

Focus Questions

Where do you need to place the ball for your partner to be able to return it?
What is the most efficient speed to hit the ball for your partner to reach the ball?

Journal Entry

Identify a difference between throwing and catching games and volleying games. Discuss how this affects the way you play.
Discuss an outcome of working on your own in a game. (learn to take responsibility for shots, much more practice)

Lesson 4

Team coaching session (coach). Provide coaches with a list of drill options for working on volleying skills, or they can research their own drills.

Game: Volley in Teams

Teams stand spaced around in groups.

One bounce is allowed between each volley.

The competition has a time limit.

The ball must be volleyed to all members of the group.

Game 1 vs. 1 – Volleying competition

Players may determine the net height and court size.

Focus Questions

Where is the best position to place the ball and win a point?

What is the most effective speed to hit the ball?

How can you vary your shots?

What do you do after playing a shot?

How can you create a space?

Skill Session: Forearm pass

Introduce forearm pass using direct teaching.

Use drill practice for forearm pass skills.

Drill options include:

Stationary light tosses between partners

Faster passes

Moving whilst making fast passes.

Technical focus:

Body position relative to the ball, arm contact with the ball, hand position, focus on the ball, follow through with the arms and body.

Game 1 vs. 1 – Two contact game

Players are allowed two contacts with the ball.

Gradually increase the number of hits to three.

Players can determine the net height and court size.

Focus Questions

Where is the best position to move after making a shot?

Where is the best position to place the ball to win a point?

Journal Entry

Describe a possible game play using volleying and forearm passes. Describe player positions, ball position and type of shot.

At this point introduce the numbered rotational positions 1 to 6 to assist with position descriptions.

Lesson 5

Revisit the rubric and work in teams, discussing issues students need to focus on.

Game 2 vs. 2

Shots include forearm pass and volleying

Keep scoring simple; score a point with each play.

Consecutive contacts by one player are not allowed.

Focus Questions

How does working with a partner change the play situation?

Where do you stand on the court?

Where is the easiest place to score from? (close to net and from a high position)

How does the net height effect scoring? (distance from net/flight of ball/time)

Is the player at the back or the front player in the best position to score? Why? (front)

Skill Session: Serve

Introduce serve using direct teaching.

Use drill practice for serve skills.

Drill options include:

Serve over a net to a stationary partner.

Serve to a space away from the partner.

Serve to land on markers with different values.

Focus Questions

What is the aim of the serve? (make return of ball to opposition setter difficult and place the ball deep in their court)

Where is the best place to land the serve in order to make the opposition scoring more difficult?

What are the advantages and disadvantages of underarm and over arm serving?

Commence Round Robin for 3 vs. 3 Competition. (Sports Information Director)

Run games side by side along a volleyball net for half court matches. Statistician keep scores

Game 3 vs. 3 Mini Game

Include serve, volleying and forearm pass.

Students set net height and court size.

Focus Questions

How do you cover the court space with three players?

What strategies can you use to keep the ball in the air and under control?

What ball is easiest to receive from your team?

Where do you place the ball to make it hard for the opposition to return it?

What systems of playing shots can you use within your team to win points?

Journal Entry

Identify an area where your team works well.

Identify an area where your team needs more work.

Lesson 6

Athletic trainer – take teams through warm up drill before 3 vs. 3 round robin.

Focus Questions

If the opposition attacks close to the net how can you defend against it?

How can you reduce the oppositions' time to react?

Who is in the best position to score points?

Where is the best place to serve in order to reduce the opposition's opportunity to return?

Encourage teams to have tactical meetings to create collective solutions and strategies.

Journal Entry

Comment on your personal learning. What are you learning about playing net/wall games that you didn't know before?

Lesson 7

Revisit student's rubric and reassess where they would position themselves in the rubric.

Final Series Round Robin: 6 vs. 6

Team practice (coaches).

Teachers provide a list of drill or play scenarios for practice, focusing on specific issues such as defensive or offensive play.

Introduce the concept of front and back row and rotation.

Play full court, but service is permitted to move closer depending on the student.

Two teams play, two teams observe.

Observing teams take statistics of game play. (see Appendix)

Use these statistics to draw each team's attention to specific skills that need practice.

Teams highlight skill priorities for further practice sessions.

Skill coaches design a specific practice as a result of this information for the following lesson.

Encourage teams to have tactical meetings to create collective solutions and strategies.

Teachers commence observation evaluation of students (see Appendix)

Journal Entry

Write about your role as a member of a team. What have you contributed and reflect on how you went.

Lesson 8

Students complete their rubric and hand in.

Team practice (coaches).

Skill coaches take teams through a skill routine designed as a result of their statistical observation in week 7.

Continue the round robin; with observing teams taking statistics of game play (see Appendix).
Use the statistical information to develop discussions and goal setting

Encourage teams to have tactical meetings to create collective solutions and strategies.

Teachers complete observation evaluation of students (see Appendix).

On completion of the Round Robin:

- Coaches present speeches
- Statisticians present team reports
- Award giving ceremony

Journal Entry

Students discuss playing as an individual and as a team.

Students hand in journals.

Appendix Section

Volleyball Tactics and Sport Education- Student Rubric

Student name _____ Date _____

	Outstanding	Good	Needs more work
Tactical knowledge	I have a good understanding about how to win points and work in defense in volleyball.	I am developing my understanding about how to win points and work in defense in volleyball.	I am not sure about how to win points and work in defense in volleyball.
Team player	I enjoy working with my team and I like taking on a role of responsibility.	I usually enjoy working with my team and I mostly liked taking on a role of responsibility.	I find it hard to work in teams and I found it difficult to take on a role of responsibility.
Conflict management	I keep my temper at all times and I can change my mind about what I want to help the team get along.	I usually keep my temper and I am learning to change my mind about what I want to help the team get along.	I find it hard to keep my temper and it is difficult when things don't go my way.

Teacher Checklist for structured observation in lessons 7 and 8

Student Name _____ Date _____

Expected Quality				
		High	Medium	Low
Conflict management	Keeps their temper at all times and can change their mind about what they want in order to help the team get along.			
Team player	Enjoys working with their team and takes on their role with responsibility.			
Persistence	Keeps on working on challenges, even when they aren't able to be solved straight away.			
Level of learning	Demonstrates good understanding about how to win points and work in defense in volleyball.			

Comments

Statistical Data Table

Team A

	Number of effective skill executions	Number of ineffective skill executions
Skill Execution Index	Score:	Score:

Divide the number of effective skills by the number of ineffective skill executions to give a score.
For example:

During a point Team A

- successfully served the ball – 1 point
- passed the ball between three players to return the ball -3
- dropped the ball after one player received it -1

Their table would look like this:

	Number of effective skill executions	Number of ineffective skill executions
Skill Execution Index	Score: 5	Score: 1

At this point their score is $5 \div 1 = 5$

Continue scoring like this through a whole game.

