**VOLLEYBALL – Day 2**

**Skill(s):** Setting, Spiking

**Introduction:** The skill of setting is extremely specialized. In the game of volleyball, there are specified players that are “setters.” These players receive the forearm pass and “set” the ball to a teammate who spikes it over the net. The spike is also known as a strike.

**Individual Practice:** In personal space, students should toss the ball into the air and attempt to “set” it. Instruct students to use only the pads of their fingers to set the ball. To practice spiking, students should toss the ball into the air and, as it comes down, spike it into the floor.

**Activity:** Setting and Spiking Practice

**Equipment:** Volleyballs

Volleyball trainers (softer, larger volleyballs)

Beach balls

Optional: stickers, poly spots

**Set-up/Formation:** Students should select a partner to work with. Give each group a volleyball (or volleyball trainer, beach ball, etc) and have them spread into personal space on one side of the gym. On the other side have two lines working on spiking.

**Setting Practice**

x x o o

o o

x x

o o

x, o Students

Toss from partner

Forearm pass

**TTTTttt**

**Description:** One partner will be designated as the tosser and the other as the setter. The tosser will lightly underhand toss the ball to the setter who will attempt to strike the ball using his/her forearms. The tossers should toss 10-15 times and then become the setter.

**Spiking Practice**

xxxxx

ooooo

x, o Students

Teacher or Paraeducator

Toss from teacher

Direction of spiked ball

**Description:** Students will be in two lines (or more depending on class size). The teacher or paraeducator will toss the ball to each student and, off of the toss, the student will attempt to spike the ball. Until students are comfortable, allow them to remain grounded when hitting. Add the jump when and if necessary.

**Modifications:**

**Step Up:**

* Increase distance between tosser and setter/spiker.
* Toss the ball higher.
* Toss the ball to the right or left of the setter/spiker.
* Eliminate the tosser and encourage both students to become setters and set the ball back and forth.
* Eliminate the tosser and have student toss to themselves and spike.
* Encourage student to jump when spiking.

**Step Down:**

* Use beach balls or volleyball trainers
* Allow student to spike a suspended ball.
* Allow student to hit a ball out of the hands of a teacher or paraeducator.

**Wheelchair Modifications:**

* Allow student to strike the ball overhead.
* Place the ball on student’s lap and have him/her hit or push it off.
* Suspend a ball from the basketball goal and allow student to strike.
* Provide physical assistance, if needed.

**Tips:**

\*Place poly spots throughout the gym to give a visual of where students can stand with their partners.

\*Angle the two groups away from each other so no one gets hit while practicing setting and spiking.

\*Both drills can be done without a net. If a net is going to be used, consider lowering it.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.04** | **10.01** | **6.05** | **10.01** | **6.04** | **10.02** | **6.02** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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