**VOLLEYBALL – Day 3**

**Skill(s):** Serving – Overhand and Underhand

**Introduction:** Serving requires strength, accuracy, and consistency. It takes a lot of practice to develop a personal serving technique. Depending on the skill level, serving can be accomplished with an overhand swing or an underhand swing. Overhand serving should be done using an open hand and striking the ball at the top of the toss. Underhand should be executed by holding the ball in the non-dominate hand, swinging under the ball and striking the ball with the heel of the dominate hand.

**Individual Practice:** To practice serving, students can serve against the wall overhand or underhand.

**Activity:** Serving Practice

**Equipment:** Volleyballs

 Volleyball trainers (softer, larger volleyballs)

 Beach balls

 Optional: stickers, poly spots

**Set-up/Formation:** Split the class into two groups and put one on each side of the volleyball net. One group will be designated as the servers and the other as the receivers. After 5-6 minutes, switch.

 x x

 x x

 x x

 x

X Receivers

Servers

Serve

Net

 **TTTTttt**

**Description:** The servers will line up along the back boundary of the volleyball court. One at a time, they will practice their serving by attempting to hit the ball over the net. The receivers should retrieve the serve and roll the ball under the net, back to the servers. Many students will not be able to hit the ball hard enough to stand on the back line. Allow these students to serve from anywhere on the court. For more advanced classes and students encourage the receivers to forearm pass the ball back over the net.

**Modifications:**

 **Step Up:**

* Encourage student to use the overhand serve.
* Use regulation volleyballs.
* Identify targets for the student to serve to.
* Set a goal for consecutive serves – i.e., servers must get 5 serves, in a row, over the net, without hitting them out of bounds.
* Encourage receivers to forearm pass the ball served.

 **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.
* Allow student to touch the ball and then the paraeducator can hit it over the net.
* Allow student to stand as close to the net as needed.
* Lower the net.
* Allow student to throw the ball over the net

 **Wheelchair Modifications:**

* Allow student to serve side armed.
* 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:**

\*Serving can be practiced without a net. If a net is being used, start it in a lowered position.

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25