**VOLLEYBALL – Day 4**

**Skill(s):** Serving, Setting, Forearm Passing

**Introduction:** “Keep It Up” is a modified volleyball game that uses many of the skills previously learned. The type of ball used is based on the skill level of the students.

**Individual Practice:** Students can warm-up by hitting a beach ball back and forth with a partner or in small groups.

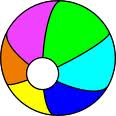
**Activity:** Keep It Up

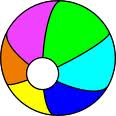
**Equipment:** Beach ball

Volleyball

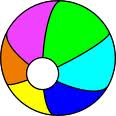
Poly spots

**Set-up/Formation:** Place a volleyball or beach ball on each side of the basketball court. Split class into two teams. Each team forms a circle around one of the volleyballs.

[](http://www.google.com/imgres?imgurl=http://www.clker.com/cliparts/5/f/8/c/11971248081016414504jbaldus_Beach_Ball.svg.med.png&imgrefurl=http://www.clker.com/clipart-15496.html&usg=__RdEG2DUWM1EEdBFWLbaTF3ty4ls=&h=300&w=300&sz=19&hl=en&start=59&um=1&itbs=1&tbnid=0tHs7WzUpvf1HM:&tbnh=116&tbnw=116&prev=/images?q=black+and+red+beach+ball&start=40&um=1&hl=en&safe=active&sa=N&rls=com.microsoft:en-us&ndsp=20&tbs=isch:1)



Students

[](http://www.google.com/imgres?imgurl=http://www.clker.com/cliparts/5/f/8/c/11971248081016414504jbaldus_Beach_Ball.svg.med.png&imgrefurl=http://www.clker.com/clipart-15496.html&usg=__RdEG2DUWM1EEdBFWLbaTF3ty4ls=&h=300&w=300&sz=19&hl=en&start=59&um=1&itbs=1&tbnid=0tHs7WzUpvf1HM:&tbnh=116&tbnw=116&prev=/images?q=black+and+red+beach+ball&start=40&um=1&hl=en&safe=active&sa=N&rls=com.microsoft:en-us&ndsp=20&tbs=isch:1) Beach Ball

**TTTTttt**

**Description:** The object of the game is to keep the ball in the air as long as possible. To begin, the ball will be thrown into the air. Students in the circle have to hit the ball using the forearm pass, setting, or serving motion. Students are allowed only one hit at a time. If needed, have a paraeducator or student stand in the middle of the circle to keep the ball from hitting the ground. This activity can also be done while sitting in a circle.

**Modifications:**

**Step Up:**

* Use a regulation volleyball.
* Increase the size of the circle
* Have students count how many consecutive hits they get. Compare with the other team.
* Only allow the use of one hand/arm.
* Only allow the use of a specific skill – e.g., only forearm pass, only setting, etc.

**Step Down:**

* Use a beach ball.
* Decrease the size of the circle.
* Have peer helpers, paraeducators, or teachers stand in between students.
* Allow students to hit the ball as many times as needed.
* Give verbal cues when the ball is approaching the student.
* Allow the ball to bounce between hits.

**Wheelchair Modifications:**

* Allow student to start the game by tossing the ball in the air.
* Place student in the middle of the circle with a paraeducator to keep the ball from hitting the ground.
* Allow student to hit the ball off of the bounce.

**Tips:**

\*To assist students in forming a circle, place poly spots on the floor around the ball, and have each student stand or sit on a spot, or have students hold hands to form a circle.

\*If balloons are available, blow them up, wrap them in a sheet, and tie the ends of the sheet together. Use this as the object to be hit.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **7** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.04** | **6.04, 6.05** | **7.01, 7.03** | **6.04, 6.06** | **10.02, 10.04** | **6.01** | **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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