**VOLLEYBALL – Day 1**

**Skill:** Forearm Pass (Bump)

**Introduction:** Executing the forearm pass successfully is essential in the game of volleyball. More often than not, the forearm pass is the first type of hit used when returning a serve. Before beginning, identify the correct location on the arm that the ball should make contact for a forearm pass.

**Individual Practice:** In personal space, students should toss the ball into the air and attempt to “bump” it. Be sure to correct those that are striking the ball with anything other than their forearms.

**Activity:** Bumping 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 other ball – volleyball trainer, beach ball, etc) and have them spread into personal space around the gym.

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 bumper. The tosser will lightly underhand toss the ball to the bumper who will attempt to strike the ball using his/her forearms. The tossers should toss 10-15 times and then become the bumper.

**Modifications:**

**Step Up:**

* Increase distance between tosser and bumper.
* Toss the ball higher.
* Toss the ball to the right or left of the bumper.
* Eliminate the tosser and encourage both students to become bumpers and pass the ball back and forth.
* Use a regulation volleyball.

**Step Down:**

* Use beach balls or volleyball trainers
* Have student extend arms in front of his/her body. Standing in front of him/her, hold the ball over head and drop it onto his/her forearms.
* Place ball on the forearms of the student and have him/her toss the ball into the air from the stationary position.

**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.
* Encourage student to lean forward or to the side of their chairs to bump.
* Provide physical assistance, if needed.

**Tips:**

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

\*Put stickers on the forearms to identify where the ball should make contact with the arm. Allow students to earn more stickers when they complete a successful pass.

**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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