**VOLLEYBALL – Day 5**

**Skill(s):** Throwing, Catching, Serving, Running

**Introduction:** Volleyball can be modified to fit the needs of any student. Backyard Cleanup is a game associated with volleyball, but can be played anytime with all students and varying skill levels.

**Activity:** Backyard Clean Up

**Equipment:** Soft, lightweight items – e.g., beach balls, volleyball trainers, Gator Skin balls, scarves, whiffle balls, etc.

 Volleyball Net

 Optional: Music

**Set-up/Formation:** Students will be split into two teams, one on each side of the net. Various items, also called “trash,” should be spread throughout the gym. Equal amounts of trash should be on both sides of the net.

“Trash”

Net

 **TTTTttt**

**Description:** The object is for each team to “clean up” their yard by throwing as much trash as possible into the other team’s yard. Students are given a specified amount of time to cleanup as much as possible. When the time is up, count the items to see who has the least amount of trash in their yard. If possible, use music to start and stop the activity.

**Modifications:**

 **Step Up:**

* Require student to hit (serve, set, or bump) the items over the net instead of throwing.
* Increase size of playing area.
* Spread out equipment more.
* Add more trash.

 **Step Down:**

* Move trash closer to the net.
* Allow student to throw items under the net.
* Use less equipment.
* Lower the net.

 **Wheelchair Modifications:**

* If applicable, set up a table with items on it so student can reach.
* Allow student to push items off of his/her lap, under the net.

**Tips:**

\*Be sure all items are soft and not a safety issue.

\*Encourage all paraeducators to participate to increase tempo of game.

**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, 6.05** | **10.01, 10.02** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.03** | **6.01** | **10.02, 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