**VOLLEYBALL – Day 6**

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

**Introduction:** A regulation volleyball game is played with six team members on each side of the net. Each volley is started with a serve. For our purposes, we will use more than six people per side.

**Individual Practice:** In personal space, students can work with a partner to practice the skills previously learned in the unit – passing, setting, and spiking. Students can also practice serving, in personal space, against a wall.

**Activity:** Modified Volleyball Game

**Equipment:** Volleyballs

Volleyball trainers (softer, larger volleyballs)

Beach balls

Optional: stickers, poly spots

**Set-up/Formation:** Split students into two teams (depending on class size, you may need more than two teams). Allow as many players per team as you see necessary.

Students

Server

Net

**TTTTttt**

**Description:** Each game will begin with a serve. Students may serve from any area on the court. Encourage those that can to serve from behind the baseline of the volleyball court. If the skill level of the class is advanced, allow only three hits per side. Otherwise, do not put a requirement on number of hits and encourage students to return the ball in the least amount of hits as possible.

**Modifications:**

**Step Up:**

* Use a regulation volleyball.
* Allow six players per team.
* Allow only three hits per volley.
* Encourage the use of the bump, set, spike sequence.
* Identify a specific student to be the setter.

**Step Down:**

* Use a beach ball or volleyball trainer.
* Increase the size of the team.
* Decrease the size of the playing area.
* Lower the net.
* Allow student to throw the ball over the net.
* Allow the ball to bounce before hitting it.
* Allow as many hits as possible to get the ball back over the net.
* Remove the net.
* Allow the game to be played from a sitting position.

**Wheelchair Modifications:**

* Have a peer or paraeducator stand beside student and catch balls hit towards them.
* 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 his/her chair to bump.
* Provide physical assistance if needed.

**Tips:**

\*Base the structure and organization of the game on the student’s skill level.

**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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