

# Volleyball

Competency: ***Interacts*** with others in different physical activity settings

Planning includes 5 documents:

- Introduction
- Level 1
- Level 2
- Evaluation
  - Evaluation grids and observable criteria, levels 1 and 2
- Reference material
  - Poster: Touch, bump and services

# Volleyball

## In this document:

- Volleyball rules
- Elements
- Techniques
- Information

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## I ntroduction

## P hysical education and health



# Volleyball rules

**C**ourt

Start

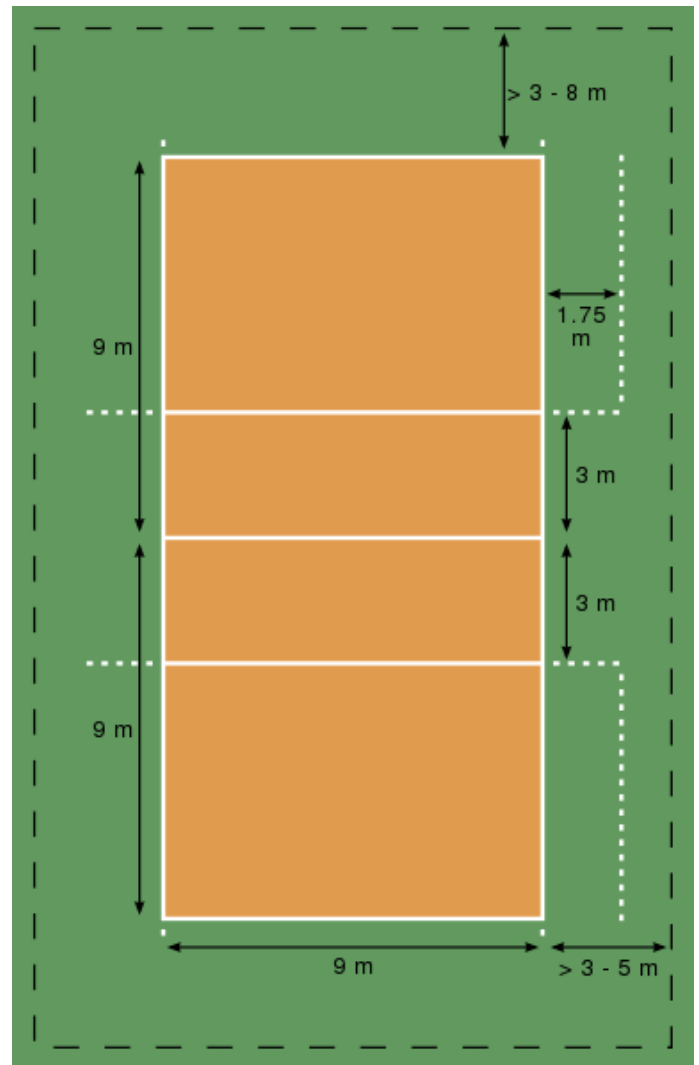
A draw is made to determine which team will start with the ball.

## The teams

Two teams of 6 players each.

## NOTE

**Volleyball is a complex sport to teach in multilevel classes. Adapt the rules according to the age of your students and the game will be more suited and less often interrupted.**



<http://fr.pschitt.info/page/Volley-ball>

## Score points

When the ball hits the ground, a point is scored. A point is scored also when a team makes a fault.

## Duration

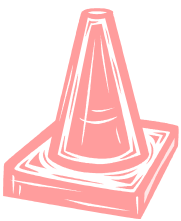
The team that wins 2 sets of 25 points with more than 2 points difference wins the game. Usually the first two sets go to 25 points and the third to 15 points. The rules for the sets may vary according to the age categories. Use the rules that are best suited to your students.

# During the game

- Each team can touch the ball up to three times (plus one block) before the ball crosses back over the net, and different players must make the consecutive contacts.
- The players can use their hands, their arms and any part of their body to hit the ball.
- The serve is done by a player standing at the back of the court baseline. The player stands behind the baseline and hits the ball with one hand to make it fall inside the opposing team's court (the ball can touch the net).
- The player may toss the ball, jump and smash the ball; his feet must stay outside the court during the upward jump. The server can land inside the court after he hits the ball. As long as the team does not lose the serve, the same player continues to serve.
- When receiving the ball, the opposing team can touch it three times (the block does not count as a touch) before sending it back to the other side of the net. A player cannot touch the ball two consecutive times.
- A player can step out of bounds to recuperate a ball. If the ball falls back in the opposing team's court, no fault is made.

## NOTE

**By enabling the players to have more than 3 contacts in the same sequence, the game will be easier for the players and there will be fewer interruptions and faults.**



## Safety

- Always position the students in the same direction when they practice touches, bumps or serves.
- Do not hit the ball too hard unnecessarily
- Avoid the face.
- Try not to lose visual contact with the ball during the drills.
- Use a ball adapted to the age of the students.
- Use softer balls for younger players.

## NOTE

**At the beginning of the Learning and Evaluation Situation (SAÉ), try to use bigger balls; for example kin balls and beach balls. These balls are bigger and lighter and therefore, easier to handle.**

## Faults

- The balls hits the ground inside or outside the court limits
- Touch the ball 4 times
- Too much time to serve (more than 8 seconds after the referee whistles)
- A player touches the net
- The ball hits the ground out of bound or touches the ceiling
- A player hits the ball in an inappropriate way:
  - Double hit
  - Catch the ball then hit
  - Carry the ball
  - Hold the ball

### NOTE

Images of the actions, see the poster which comes along with the Learning and Evaluation Situation

## Touch (poster)

Technical points on the touch

## Bumps (poster)

Technical points on bumps

## Serves (poster)

Technical points on the underarm and overarm serve (tennis serve)

For more information:

Catherine Boivin  
Education Services. Kativik School  
Board  
Kuujuaq (qc)  
J0M-1C0  
Tel.: 819-964-1136 Ext.: 204

## Useful links:

- <http://en.wikipedia.org/wiki/Volleyball>
- [https://www.sportetudiant.com/\\_static/webupload/websiteDocuments/100000/REG-CHPR-10-11-VB1.pdf](https://www.sportetudiant.com/_static/webupload/websiteDocuments/100000/REG-CHPR-10-11-VB1.pdf)
- <http://ww3.ac-poitiers.fr/eps/apsa/nivoll/>
- [http://faculty.kfupm.edu.sa/PE/abuhilal/volleyball\\_skills.html](http://faculty.kfupm.edu.sa/PE/abuhilal/volleyball_skills.html)
- <http://www.volley-zone.com/cours-4.html>

# Volleyball

In this document:

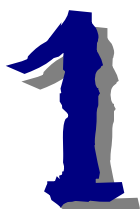
- Underarm serve
- Bump /Touch
- Defence position
- Strategies

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Level



P

hysical education and health



# Underarm serve

To be noted, if your students have a level 1,0 1,1 1,2, but are very advanced in soccer, make these exercises quickly as a warm-up. Then go to level 2 document to make your students progress more quickly.

## Drill # 1.1: The goal: Be able to do an underarm serve

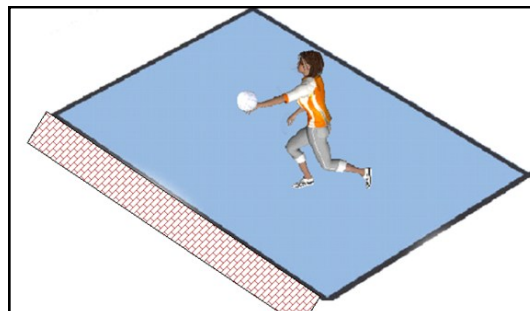
### Organization:

- Ask the students to have each a ball and to face the wall

### Technical points (execution):

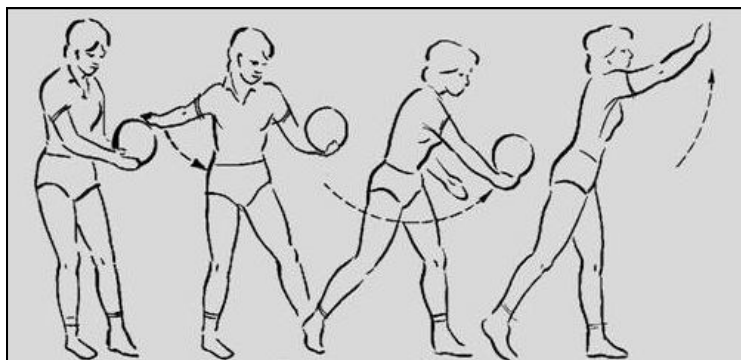
⇒The student must do an underarm serve

- Underarm serve
- Contact with the ball is done facing the hitting arm
- Follow the course of the ball towards the target
- Make the weight transfer from the back to the front
- Contact with the ball is done with the lower part of the palm
- Place the shoulders towards the target



### Possible variants:

- Change hands to serve
- Gets closer to the wall or take a few steps back
- Vary the height of the contact on the wall
- Use targets on the wall
- Do the drill in teams



### Material:

- One ball per student.

[http://faculty.kfupm.edu.sa/PE/abuhilal/volleyball\\_skills.html](http://faculty.kfupm.edu.sa/PE/abuhilal/volleyball_skills.html)

## Drill # 1.2: The goal: Be able to do an overarm serve

### Organization:

- Ask the students to form teams of two
- Place a student on each side of the net, on the baseline

### Technical points (execution):

⇒The student must do an underarm serve to his/her partner the other side of the court

⇒Then, the other student receives the ball and does a serve

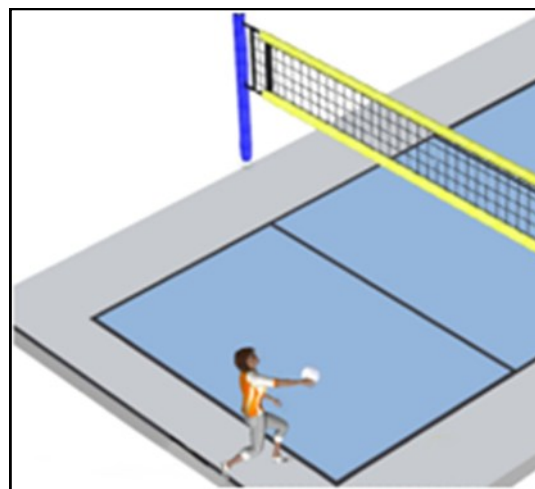
- The contact with the ball is done with the face of the hitting arm
- Follow the course of the ball towards the target
- Make the weight transfer from the back to the front
- The contact with the ball is done with the lower part of the palm
- Place the shoulders towards the ball

### Possible variants:

- Vary the distance of the serve
- Ask the students to do a number of successful serves
- Vary the spot where the ball must fall

### Material:

- One ball per team of two



### **Drill # 1.3:** The goal: Be able to do an underarm serve

#### **Organization:**

- Ask the students to have each a ball
- The student must place himself at the end of the court
- Place hoops on the ground on the other side of the court as a target

#### **Technical points (execution):**

- ⇒The student must make an underarm serve trying to make the ball go over the net by aiming at a target on the other side
- The contact with the ball is made with the face of the hitting arm
  - Follow the course of the ball towards the target
  - Make a weight transfer from back to front
  - The contact with the ball is made with the lower part of the palm
  - Place the shoulders towards the target

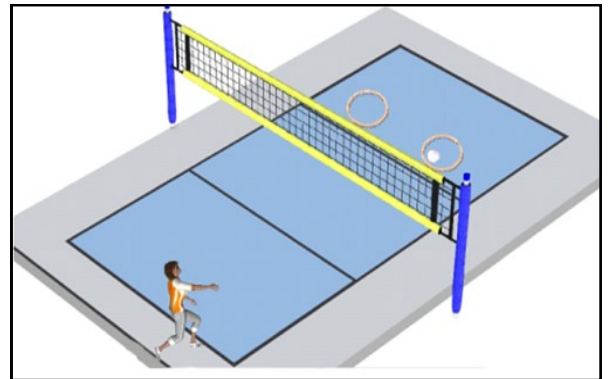
#### **Possible variants:**

- Place physitubes as targets
- Have the students compete
- Form teams and make rotations
- Teams of 2

#### **Material:**

- One ball per student
- Hoops

\*The Drill might be difficult for beginners; adapt according to the level



## **Bump**

### **Drill # 2.1:**

The goal: Be able to do a bump

#### **Organization:**

- Ask the students to have each a ball and to face the wall

#### **Technical points (execution):**

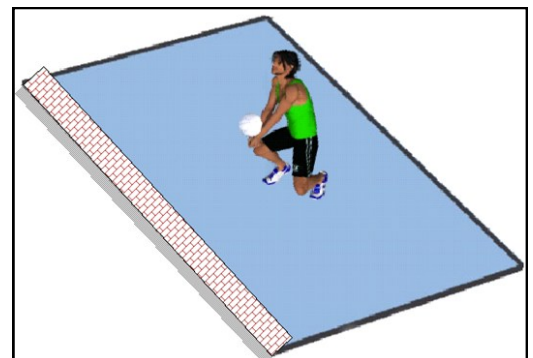
- ⇒The student must do bumps to the wall
- Hold the elbows parallel to the thumbs pointing towards the ground
  - Arms are parallel to the thighs under the shoulders
  - Arms must be straight at the touch of the ball
  - Stand under the ball
  - Keep the knees bent at the touch of the ball
  - Place the shoulders towards the target

#### **Possible variants:**

- Get closer to the wall or take a few steps back
- Vary the height of the contact on the wall
- Use targets on the wall
- Do the drill in teams

#### **Material:**

- One ball per student





## Drill # 2.2: The goal: Be able to do a bump

### Organization:

- Ask the students to form teams of two

### Technical points (execution):

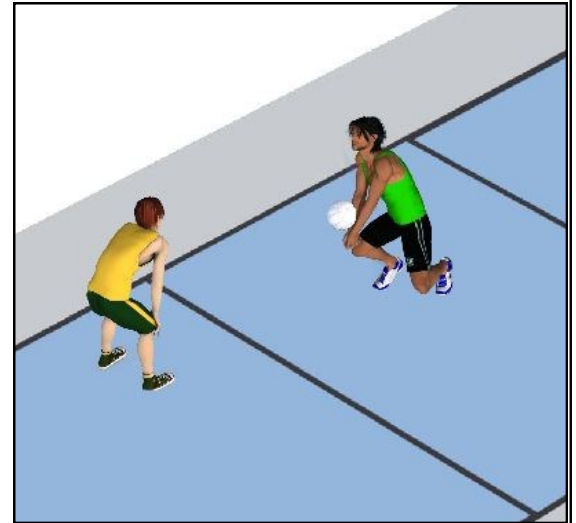
- ⇒ The student must toss the ball to his/her teammate
- ⇒ The second student must receive the ball using the bump position pointing towards his partner
  - Hold the elbows parallel to the thumbs pointing towards the ground
  - Arms are parallel to the thighs under the shoulders
  - Arms must be straight at the touch of the ball
  - Stand under the ball
  - Keep the knees bent at the touch of the ball
  - Place the shoulders towards the target

### Possible variants:

- Vary the direction of the ball
- Have the students compete
- Vary the height of the ball when bumping
- Vary the height of the ball tossed

### Material:

- One ball per student



## Drill # 2.3: The goal: Be able to do a bump

### Organization:

- Ask the students to get each a volleyball and to stand in line at the back of the gym one behind the other

### Technical points (execution):

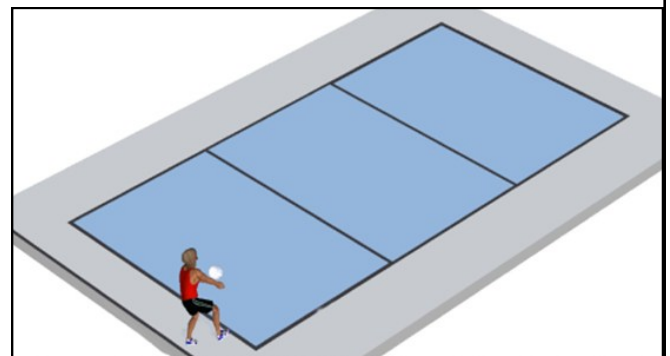
- ⇒ The student stands on the line and must do bumps while crossing the gym without losing control of the ball
  - Hold the elbows parallel to the thumbs pointing towards the ground
  - Arms are parallel to the thighs under the shoulders
  - Arms must be straight at the touch of the ball
  - Stand under the ball
  - Keep the knees bent at the touch of the ball
  - Place the shoulders towards the target

### Possible variants:

- Return to beginning if the ball falls
- Run, walk and vary the speed
- Have the teams compete
- Place the ball higher (more difficult)

### Material:

- One ball per student



\*The drill might be difficult for beginners; adapt according to the level

# Touch

**Drill # 3.1: The goal:** Be able to do a touch

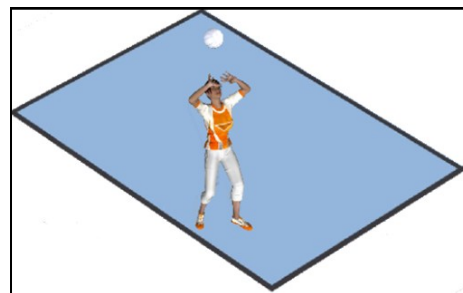
**Organization:**

- Ask the students to stand alone each with a ball

**Technical points (execution):**

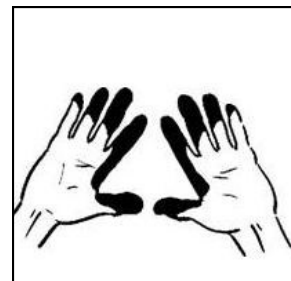
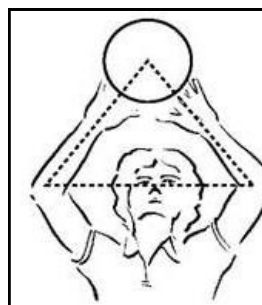
⇒The students must do touches in the air at a good height keeping control of the ball

- Thumbs point towards the eyes
- Make contact with the tip of the 10 fingers and not the palms
- Stand under the ball
- Arms fully extended
- At the end of the push, turn the palms outwards by rotating the wrists



**Possible variants:**

- Practice in teams of two; back up one step after each successful touch
- Have the teams compete in order to determine which team exchanges the most touches without losing control of the ball
- Vary the start and arrival positions
- Vary the height of the hitting position (ex. stand on the knees)



**Material:**

- One ball per student

**Drill # 3.2: The goal:** Be able to do a touch

**Organization:**

- Ask the students to stand alone each with the ball close to the net

**Technical points (execution):**

⇒The student must do a touch in the air and send the ball to the other side of the net

⇒The student crosses the net quickly to recuperate the touched ball

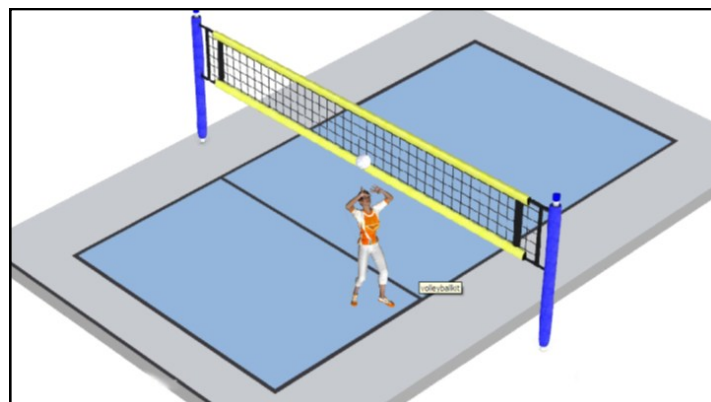
- Thumbs point towards the eyes
- Make contact with the tip of the 10 fingers and not the palms
- Stand under the ball
- Arms fully extended
- At the end of the push, turn the palms outwards by rotating the wrists
- Place the shoulders towards the target

**Possible variants:**

- Practice with teams on each side of the net
- Have the teams compete in order to determine which team exchanges the most touches without losing control of the ball
- Vary the height of the ball
- Vary the distance of the net

**Material:**

- One ball per student



### Drill # 3.3: The goal: Be able to do a touch

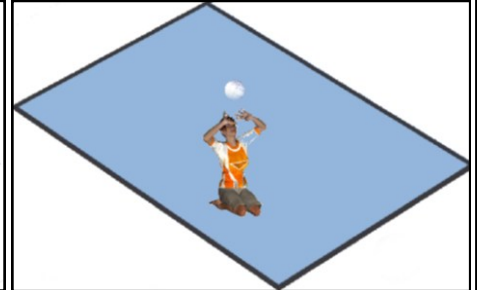
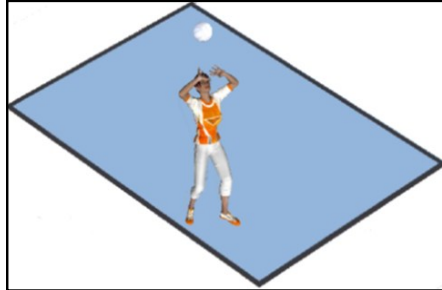
#### Organization:

- Ask the students to go to a corner with a ball and to leave space between them

#### Technical points (execution):

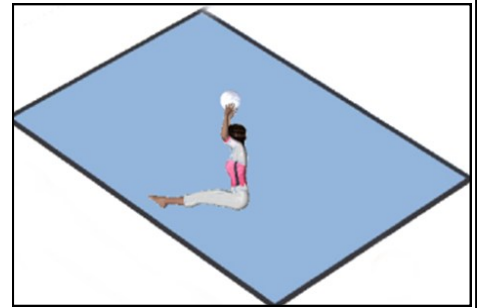
⇒The student must do touches standing up, then without dropping the ball, he must get on his knees and then sit on the ground while continuing to do touches

- Thumbs point towards the eyes
- Make contact with the tip of the 10 fingers and not the palms
- Stand under the ball
- Arms fully extended
- At the end of the push, turn the palms outwards by rotating the wrists



#### Possible variants:

- Do the drill quickly
- Have the students compete to determine which student does the most touches
- Vary the height of the ball
- Form teams of several players



## Bump / Touch

### Drill # 4.1: The goal: be able to do a bump followed by a touch

#### Organization:

- Ask the students to get a ball each

#### Technical points (execution):

⇒The student must do a touch then a bump or vice versa

⇒Bump

- Hold the elbows parallel to the thumbs pointing towards the ground
- Arms are parallel to the thighs under the shoulders
- Arms must be straight at the touch of the ball
- Stand under the ball
- Keep the knees bent at the touch of the ball
- Place the shoulders towards the target

⇒Touch

- Thumbs point towards the eyes
- Make the contact with the tip of the 10 fingers and not the palms
- Stand under the ball
- Arms fully extended
- At the end of the push, turn the palms outwards by rotating the wrists

#### Possible variants:

- Ask the students to do the drill more and more quickly
- Do the drill with targets on the wall

#### Material:

- 1 ball per student

## **Drill # 4.2: The goal:** be able to do a bump followed by a touch

### **Organization:**

- Ask the students to form teams of two

### **Technical points (execution):**

⇒The student does a touch then his partner receives the ball bumping OR touching and sends the ball back to his partner

⇒Bump

- Hold the elbows parallel to the thumbs pointing towards the ground
- Arms are parallel to the thighs under the shoulders
- Arms must be straight at the touch of the ball
- Stand under the ball
- Keep the knees bent at the touch of the ball
- Place the shoulders towards the target

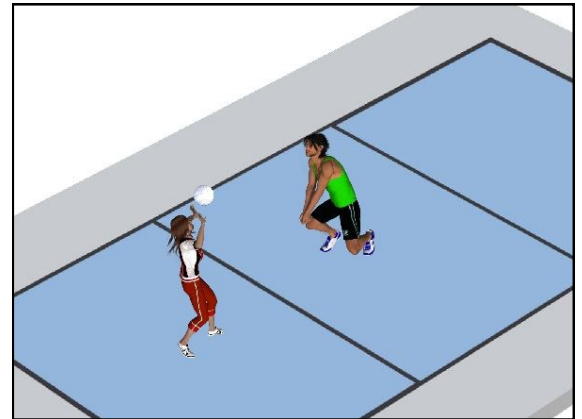
⇒Touch

- Thumbs point towards the eyes
- Make contact with the tip of the 10 fingers and not the palms
- Stand under the ball
- Arms fully extended
- At the end of the push, turn the palms outwards by rotating the wrists
- Place the shoulders towards the target

### **Possible variants:**

- Do the drill more and more quickly
- Have the teams compete to determine which team does the most consecutive changes

### **Material:**



## **D**efense position

## **Drill # 5.1: The goal:** Be able to adopt a defensive position

### **Organization:**

- Ask the students to form teams of two

### **Technical points (execution):**

⇒The students must practice serves, touches and bumps in teams

⇒The partner must adopt a defense position in order to use the appropriate technique to receive the ball

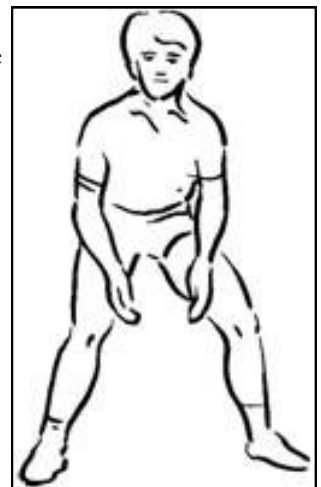
- Feet shoulder wide
- Trunk slightly bent forward
- Knees slightly bent
- Arms opened on each side of the body

### **Possible variants:**

- Change the distance between the students
- Ask the students to do touches, bumps or serves (according to the students' needs)

### **Material:**

- One ball per team



# C

## ontacts

**Drill # 6.1:** The goal: Be able to do two contacts then toss the ball to the other side of the net

**Organization:**

- Ask students to form teams of 3 and to stand near the net

- One ball per team

**Technical points (execution):**

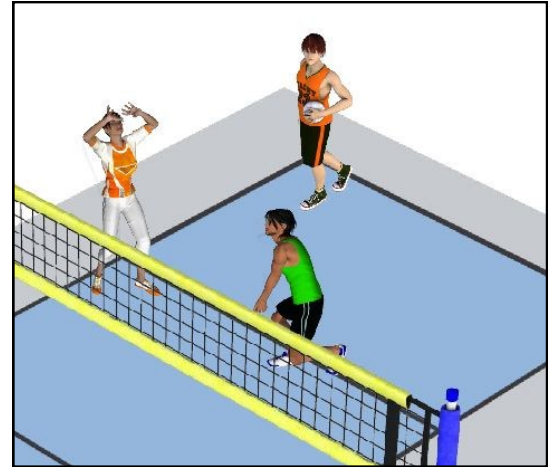
- ⇒ One student tosses the ball to his teammates
- ⇒ The first student receives the ball and positions it
- ⇒ The second student tosses the ball to the other side of the net
- ⇒ Students rotate at each turn
- ⇒ The students must be able to position the ball in an appropriate way for their teammate
  - The first student receives the ball correctly (see the technique)
  - The second student tosses the ball the other side of the net
  - The students communicate between them
  - The ball crosses the net

**Possible variants:**

- Place a team on the other side of the net
- Place a team facing the wall with a line at net height
- Start with serve reception

**Material:**

- One ball per team



**Drill # 6.2:** The goal: Be able to create three contacts then toss the ball to the other side of net

**Organization:**

- Ask the students to form teams of three and to stand near the net
- One ball per team

**Technical points (execution):**

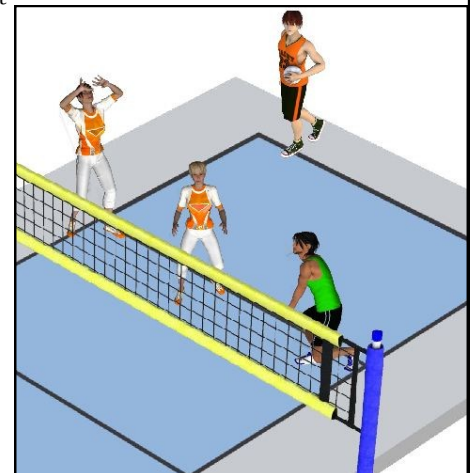
- ⇒ One student tosses the ball to his teammates
- ⇒ The first student receives the ball and positions it
- ⇒ The second student passes the ball to the third student
- ⇒ The third student tosses the ball the other side of the net
- ⇒ Students rotate at each turn
- ⇒ The students must be able to position the ball correctly for their teammate
  - The first student receives the ball correctly (see technique)
  - The second student positions the ball so that the third student can send it correctly over the net
- ⇒ The third student tosses the ball to the other side of the net
  - The students communicate between them
  - The ball crosses the net

**Possible variants:**

- Place a team on the other side of the net
- Place the students in front of a wall with a line at net height
- Start with a serve reception

**Material:**

- 1 ball per team



# Defense

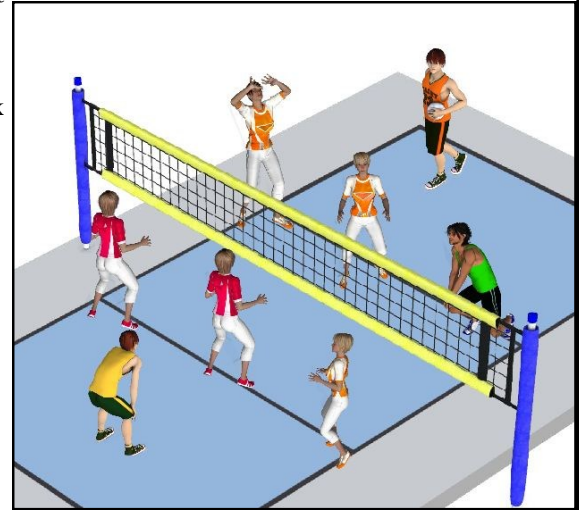
**Drill # 7.1: The goal:** Be able to do a long serve

**Organization:**

- Ask the students to form teams of 4
- Have the different teams play games

**Technical points (execution):**

- ⇒ The student must be able to do long serves
- ⇒ The student applies the specific elements of the techniques seen previously
- ⇒ The student applies the underarm serve and tries to send the ball to the back of the court
  - When he hits the ball during the serve, the student must send it as far as possible to the other side
  - Try to vary the landing spot of the serve in the back of the court (right, left, center)
  - The students communicate between them
  - The students place themselves correctly on the court (see box below)
  - The students try to find another offensive strategy when serving



**Possible variants:**

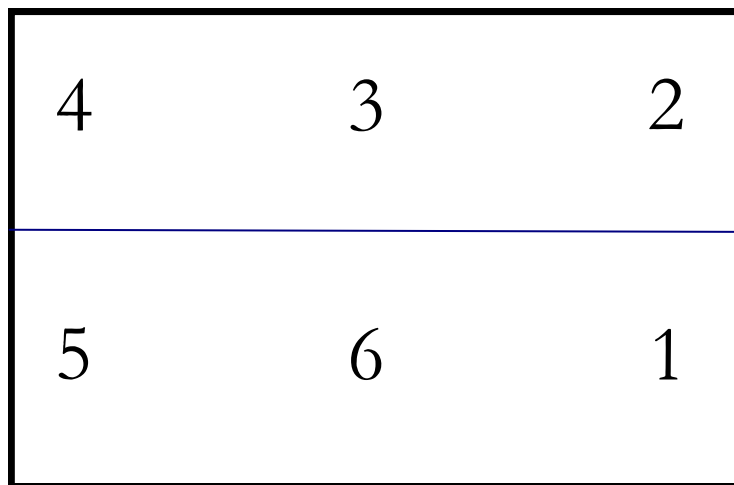
- Practice without playing a game
- Practice alone against the wall
- Practice with targets on the ground
- First contact: the student can catch the ball (easier)

**Material:**

- One ball

**NOTE**

By learning the different volleyball positions, the students will be able to better understand the offensive and defensive strategies. If you see that the students are learning fast, you can explain the positions without evaluating their application.



- 1: Back row player right
- 2: Front row player right
- 3: Front row player center
- 4: Front row player left
- 5: Back row player left
- 6: Back row player center



## Drill # 7.2: The goal: Communication on offense

### Organization:

- Ask the students to form teams of 6
- Ask the students to create a circle in teams

### Technical points (execution):

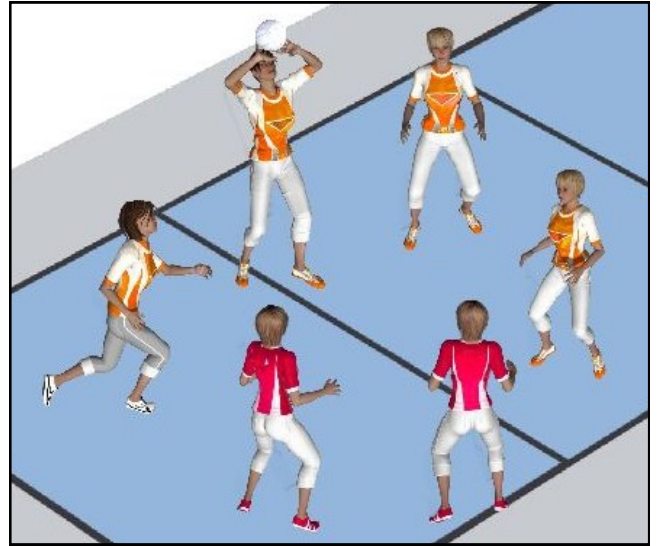
- ⇒The students must practice using touches and/or bumps in teams without losing control of the ball
- ⇒The student must call the ball
  - The student communicates his intention to hit the ball
  - The student communicates with his teammates
  - The team finds efficient ways to communicate

### Possible variants:

- Ask the students to pass the ball randomly to the other students
- Ask the students to pass the ball clockwise or counter-clockwise
- The students must use a technique (touch or bump)
- Have the teams compete to determine which team controls the ball the longest
- Try to practice 3 contacts

### Material:

- One ball per team



## Drill # 7.3: The goal: Be able to aim at the opposing team's uncovered spaces

### Organization:

- Ask the students to form teams of 3
- Ask the students to place themselves on a half-court, on each side of the net (the third student is a line judge)

### Technical points (execution):

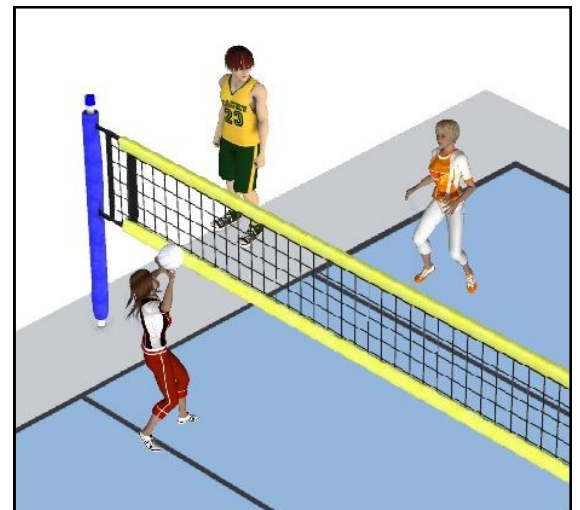
- ⇒The students must play a 11-point game one against the other
- ⇒Enable the player to hit the ball several times
  - The student aims at the holes not covered by his opponents
  - The student playing defence stands in the center of the court
  - The student understands where to send back the ball to his opponent

### Possible variants:

- 2 against 2
- Limit the touches to 3
- Serve from the center of the court

### Material:

- One ball per team de 3



## **Drill # 7.4:** The goal: Be able to aim at the opponent teams' court limits

### **Organization:**

- Ask the students to form teams of 2
- 2 against 2

### **Technical points (execution):**

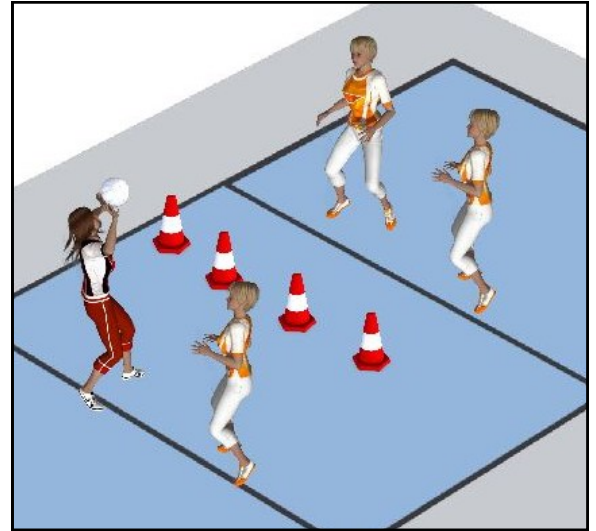
- ⇒ The students must learn to aim at the holes and lines of the opponent's court
- ⇒ The students do not have to hit the ball, they can throw it
  - The students must discuss about the respective zones they must defend
  - The students must communicate
  - Aim at the other team's sidelines

### **Possible variants:**

- 3 against 3
- Touching and bumping instead of catching and throwing

### **Material:**

- 1 ball per team of 4



### **NOTE**

Have the students practice the technique with which they have the most problems, at the beginning of the course during warm-up. Serves, touches and bumps are the basis of a good exchange in volleyball. If your students have difficulty with these techniques, it becomes difficult to teach them strategies.

## **Drill # 7.5:** The goal: Understand the advantages and disadvantages of working in teams

### **Organization:**

- Ask the students to form teams of 6
- 1 against 5
- Change the student that is alone at each set

### **Technical points (execution):**

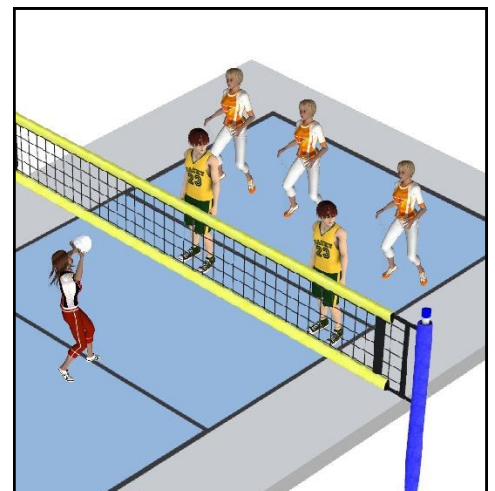
- ⇒ The students must play sets 1 student against the other 5
- ⇒ They students can do 3 touches on each side (the student who is alone can also do 3 touches)
- ⇒ The students must be aware of each of their advantages/disadvantages
  - The group must understand that they are advantaged in the space that they can cover
  - The student must realize that he has too much ground to cover
  - The group must find a way to communicate
  - The student who is alone must understand that the ball is his

### **Possible variants:**

- Create teams of 5
- Vary the size of the court
- Vary the number of touches allowed

### **Material:**

- One ball per team de 6





# Defence

**Drill # 8.1:** The goal: Be able to defend a defined zone

**Organization:**

- Ask the students to form teams of 2
- Place the students in a court small enough to be defended by one player

**Technical points (execution):**

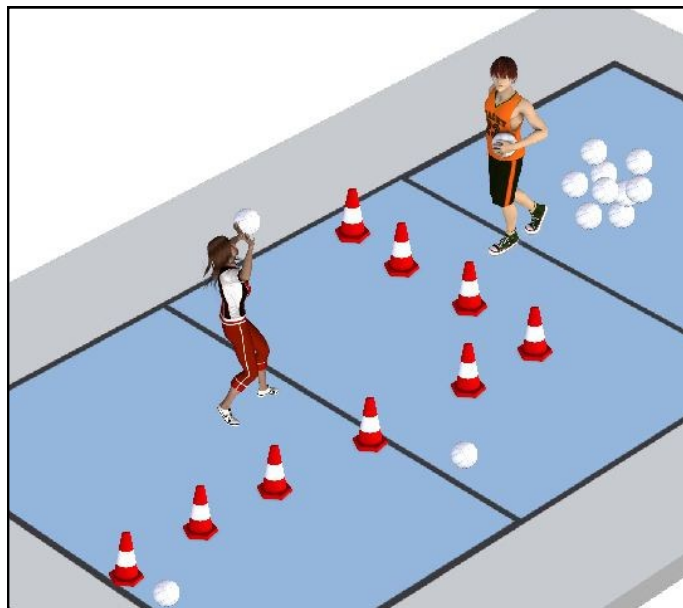
- ⇒The student tosses one ball at a time in the defending player's zone
- ⇒The defenseman must prevent the ball from falling on the ground, without taking to account where he is sending it back
  - The student applies the technical elements of the basic position
  - The student places himself correctly in the zone to cover the entire zone
  - He gets to the ball with a good speed
  - He gets to the ball with a good angle
  - He returns the ball using the touching or the bumping technique
  - The student makes an effort to return the ball despite the distance

**Possible variants:**

- Make teams of 3
- Have the students compete, based on the time and success in returning the ball

**Material:**

- Several balls per team
- Cones for the zone to defend



## Introduction:

- ◊Volleyball rules
- ◊Technical elements
- ◊Information

## Level 2:

- ◊Drills for Secondary 2,1 2,2 2,3

## Poster:

- ◊Touch
- ◊Bump
- ◊Serves

# Volley-ball

In this document:

- Tennis serve
- Smash/Block
- Strategies
- Roles

Competency: **Interacts** in various contexts of physical activities practice

Planning includes 5 documents:

- Introduction
- Level 1
- Level 2
- Evaluation
  - Evaluation grids and observable criteria, levels 1 and 2
- Reference material
  - Poster: Touch, bump and serves

Level

2

P

hysical education and health



# Tennis serve

Note that if your students have a level 2.1 2.2 2.3, but need a refresher training, perform quickly the drills in the level 1 document at their speed. Then go to level 2 document to make your students progress more quickly.

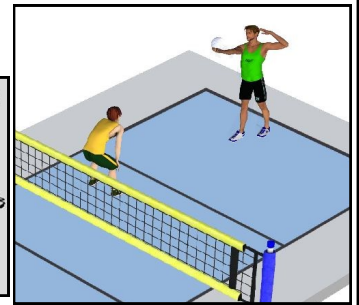
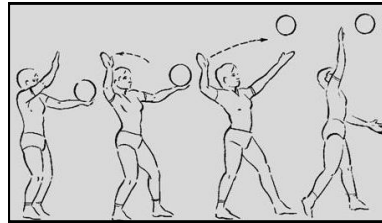
## Drill # 1.1: The goal: Be able to do a tennis serve

### Organization:

- Ask the students to form teams of 2

### Technical points (execution):

- ⇒ The student performs a tennis serve to his partner opposite him
- ⇒ If the serve is precise, the student can back up until the ball crosses the other side of the net
  - Align the foot, shoulder and hip with the target. Feet must be staggered
  - Hold the ball with the other hand straight in front of the arm which that serves
  - Toss the ball in front of the opposing shoulder
  - Make a weight transfer on the front foot
  - Contact is made with the palm of the hand, arm fully extended
  - Hit the ball hard in the center; make a follow through with the arm
  - Contact is made with the lower part of the palm



### Possible variants:

- Have the teams compete

### Material:

- Two balls per team

[http://faculty.kfupm.edu.sa/PE/abuhilal/volleyball\\_skills.html](http://faculty.kfupm.edu.sa/PE/abuhilal/volleyball_skills.html)

## Drill # 1.2: The goal: Be able to do a tennis serve aiming at a vertical target

### Organization:

- Ask the students to position themselves in teams of 2; one player on each side of the net
- Place targets, hoops, physitubes, mats

### Technical points (execution):

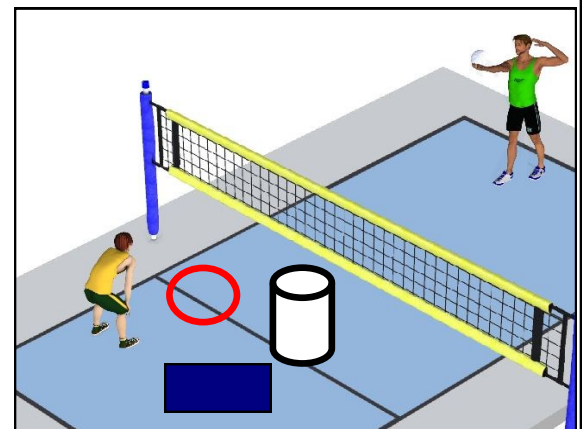
- ⇒ The student must perform a tennis serve by aiming at the targets that his partner shows him
  - Align the foot, the shoulder and the hip towards the target. Feet must be spread out
  - Hold the ball with the other hand straight in front of the arm that will serve
  - Toss the ball in front of the opposing shoulder
  - Make a weight transfer on the front foot
  - Contact is made with the palm of the hand, arm fully extended
  - Hit the ball hard in the center; make a follow through with the arm
  - Contact is made with the lower part of the palm

### Possible variants:

- Have the students compete
- Ask the students to vary the targets and to place them in the air (hoops)

### Material:

- One ball per team
- Hoops/physitubes/mattresses



# Smash

**Drill # 2.1: The goal:** Be able to do the attack steps for the smash

**Organization:**

- Ask the students to position themselves in front of the net

**Technical points (execution):**

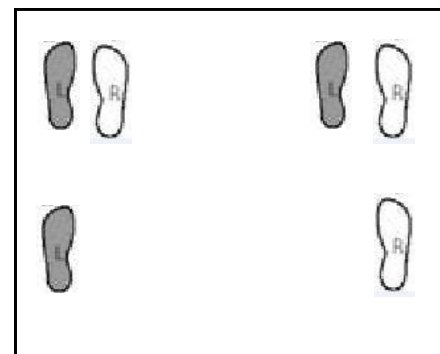
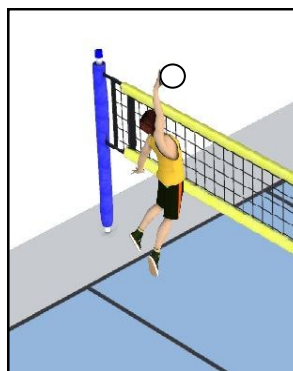
- ⇒The student practices his approach steps towards the net
- ⇒The student must make an attack
  - For right hander: left, right-left
  - For left hander: right, left-right
  - Use the two arms to propel the body up
  - Land balanced on both feet

**Possible variants:**

- Give a foam ball (shoot over the net) with a partner

**Material:**

- One ball per student (if necessary)



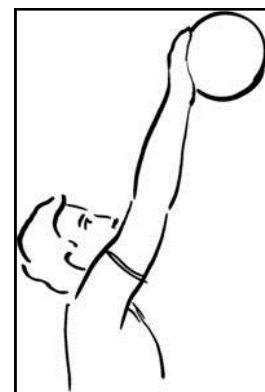
**Drill # 2.2: The goal:** Be able to make an attack (smash)

**Organization:**

- Ask the students to form teams of 5
- Place one student on one side of the net and two others on the other side (make a rotation)

**Technical points (execution):**

- ⇒The first student tosses the ball high close to the net
- ⇒The second student tries to smash the ball
- ⇒The third student tries to receive the ball
- ⇒The others wait their turn
  - Make the approach steps
  - Stop suddenly after a run-up of a few steps
  - Arms held high and in front of the body
  - One arm extended
  - Trunk straightened
  - Hit the ball with the palm of the hand, fingers opened on the ball towards the ground



**Possible variants:**

- Vary the height of the ball
- Ask the students to push the ball the other side of the net to start

**Material:**

- One ball per team of 3



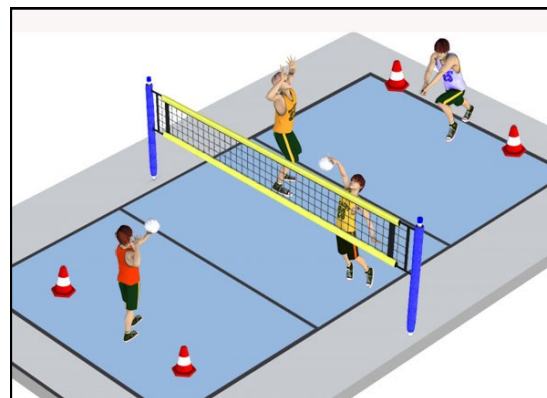
## Drill # 2.3: The goal: Be able to attack (smash) close to the net after receiving a pass

### Organization:

- Ask the students to form teams of 4
- One student on one side of the net, the other 3 on the other side

### Technical points (execution)

- ⇒ The first student performs a serve (underarm or tennis serve)
- ⇒ The second student receives the ball and tosses it to the setter
- ⇒ The third student makes a touch
- ⇒ The fourth student tries to smash
  - Make the approach steps
  - Stop suddenly after a run-up of a few steps
  - Arms held high and in front of the body
  - One arm extended
  - Torso straightened up
  - Hit the ball with the palm of the hand, fingers open on the ball towards the ground



### Possible variants:

- Eliminate one step (Drill difficult to do with beginners)

### Material:

## B<sub>lock</sub>

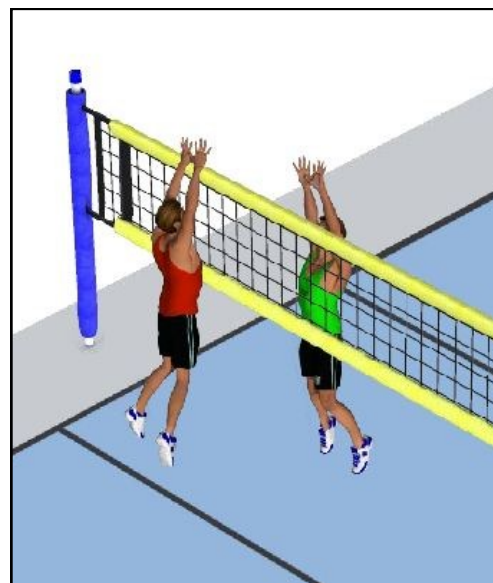
## Drill # 3.1: The goal: Be able to do a block

### Organization:

- The students stand alone in front of the net

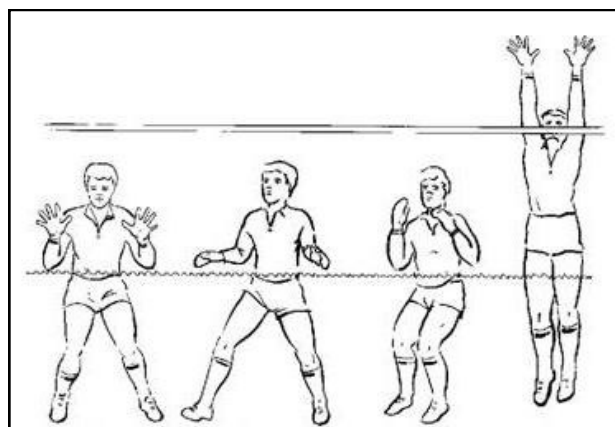
### Technical points (execution):

- ⇒ The students practice the high jump for the block facing the net (or against the wall)
  - Legs slightly bent, shoulder wide
  - The student stands at about 30 centimeters from the net
  - Arms and fingers spread
  - Hand at the face level
  - Shoulders parallel to the net
  - Make the weight transfer with the arms then jump
  - Extend the arms fully
  - Place yourself in the ball trajectory



### Possible variants:

- Start with a low net or against the wall
- In teams of two, the student tosses the ball slowly and the second student tries to block it
- In teams of two, a student on each side of the net, the students must hit each other's hands at the same time



## Drill # 3.2: The goal: Be able to do an individual block

### Organization:

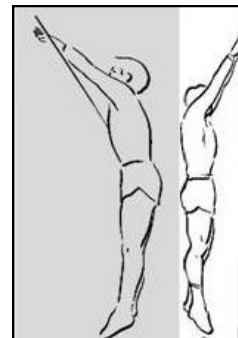
- Ask the students to form teams of two
- One ball per team

### Technical points (execution):

⇒ The first student standing on one side of the net tosses the ball to the other side of the net

⇒ The second student tries to block the ball

- Legs slightly bent, shoulder wide
- The student at about 30 centimeters from the net
- Arms and fingers spread
- Hand at the level of the face
- Shoulders parallel to the net
- Make the weight transfer with the arms then jump
- Extend the arms fully
- Place yourself in the ball trajectory



### Possible variants:

- In teams of 3, make the students rotate

### Material:

- One ball per team

## O ther

## Drill# 4.1: The goal: Be able to do a bump with one arm

### Organization:

- Ask the students to form teams of 2

### Technical points (execution):

⇒ The first student tosses the ball to his partner

⇒ When the ball is under the knees, the student must use the one arm bump

- Lean forward towards the ball trajectory
- Use the back of the hand while extending the wrist
- Pass from the extended arm movement to a slap of the back hand
- Hit under the ball

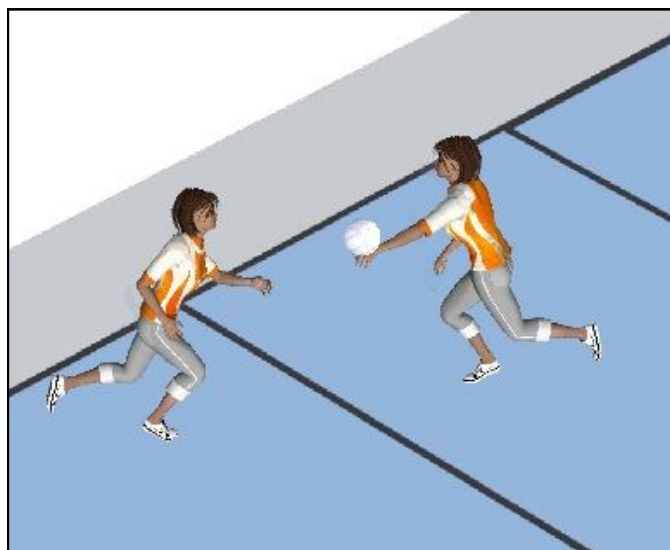
### Possible variants:

- Hit the ball hard to send it high and straight

### Material:

- One ball per team of 2

\* Show this drill if your students are advanced; otherwise go to the next drill





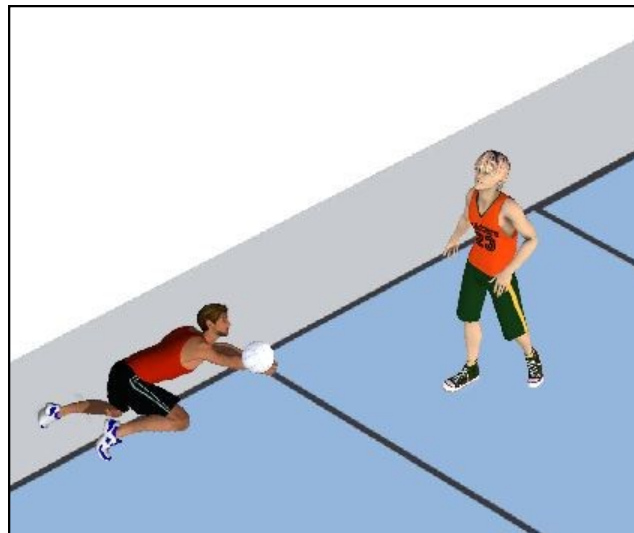
## Drill # 4.2: The goal: Be able to make a dive

### Organization:

- Ask the students to form teams of 2
- One ball and one mat per team

### Technical points (execution)

- ⇒The student hits the ball on the required trajectory towards the ground
- ⇒The second student makes a dive on the matt towards the ball trajectory
  - The student must only place his hand on the ground under the ball so that the ball may bounce on it
  - Make sure the student anticipates the ball trajectory
  - Start on the knees, then vary the starting position



### Possible variants:

- Change the direction of the ball

### Material:

- One ball per team of 2

## Drill # 4.3: The goal: Be able to retrieve the ball near the net

### Organization:

- Place the students close to the net with one ball each

### Technical points (execution):

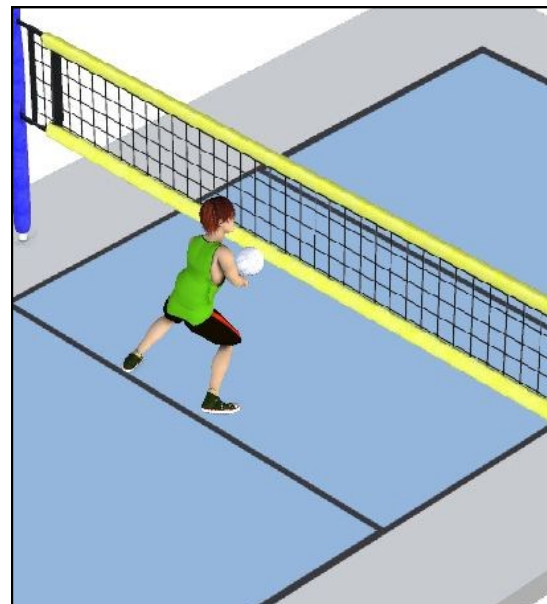
- ⇒The student must throw the ball to the net and try to retrieve it and to hit it the on other side of the net
- ⇒The student uses the most appropriate hit
- ⇒Bump
  - Hold the elbows parallel with the thumbs towards the ground
  - Arms parallel to the thighs under the shoulders
  - The arms must be straight upon contact with the ball
  - Place yourself under the ball
  - Keep the knees bent upon contact with the ball
  - Place the shoulders towards the target
- ⇒One arm bump
  - Lean forward towards the ball trajectory
  - Use the back of the hand while extending the wrist
  - Go from the extended arm movement to a slap of the back hand
  - Hit under the ball

### Possible variants:

- Do the drill in teams after a touch or a bump at the net

### Material:

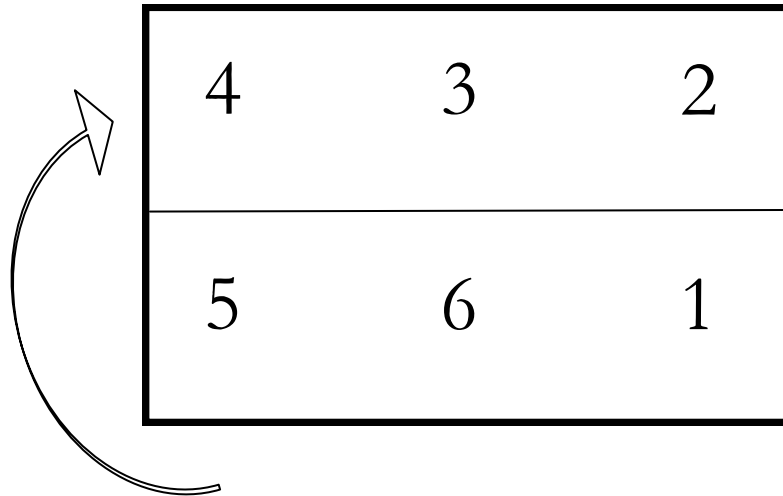
- One ball per team of 2



# Roles

## Drill # 5.1: The goal: Understand the role of each position

Lead the students to understand each role. Give the information to the students. Make sure they understand. Apply the roles in game situations.



### Right back #1:

He must put the balls up when they enter in his zone when receiving a serve and an attack. He must place the ball in order that the setter may have the best possible conditions. He must have a good command of the bump technique. He can also attack from the back zone. He must be very accurate when placing the ball.

### Right forward #2:

Usually, he usually must perform the attack. He must have a good command of the attack techniques. He is often the player who receives the pass from the setter. He must be able to attack in any position and with any hitting technique. He must be able to create a block.

### Center forward #3:

He must attack the long and short balls. He plays the main role to create a block in defense. He must move left or right to defend his territory depending on the attack. He must be able to read the game well.

### Left forward #4:

He must perform the attack. He must make very accurate hits. He must be able to block. He must be able to read the game well.

### Left back #5:

He must put the balls up when they enter in his zone when receiving a serve and an attacks. He must place the ball in order that the setter may have the best possible conditions. He must have a good command of the bump technique. He could also attack from the back zone. He must be very accurate when hitting the ball.

### Center defenseman #6:

He must put the balls up when they enter in his zone when receiving a serve and an attack. He must place the ball in order that the setter may have the best possible conditions. He must be good in defence. The player at this position seldom attacks.



# O ffense

**Drill # 6.1:** The goal: Understand the attack positions in teams

**Organization:**

- Ask the students to form teams of 6
- Each team positions themselves in a portion of the court

**Technical points (execution):**

- ⇒ Give the information about the possibilities of creating attack strategies thanks to the 3 basic roles
- ⇒ Ask the students, in teams, to assign themselves a role and create a strategy according to the role taken
- ⇒ Ask the students to practice the following positions on one portion of the court: receiver/setter/forward
  - The students must communicate with one another when taking a decision
  - Use the functions of the role they must play (see drill 5.1)
  - The students must apply the strategy during the game
  - The students must adjust the strategy if it does not work
  - Each student must try a least one role during the game (reception, pass, attack)
  - Each student plays a role according to his skills

**Reception:** The student who first receives the ball tries to pass it to the setter with a ball that is well placed, high and towards the right player.

**Setter:** The student who places the ball close to the net to enable an attack on the last contact. He must try and place the ball close to the net, at a good height towards the player who will attack.

**Forward:** The student who makes the last contact. He pushes the ball to the other side, does a smash or tries to send it to the other side.

**Possible variants:**

- Form teams of 5

**Material:**

- One ball per team



**Note:** the offense and defence drills are for students who have correctly assimilated the following basic techniques: bump, touch, serve. If your students still have difficulties with these techniques despite their school level, continue to practice the techniques while starting to apply certain strategies. However, if your students have correctly assimilated the techniques, these drills will be a good introduction to volleyball strategies.

**Remember:** volleyball is a team sport. Therefore, communication between teammates is EX-TREMELY important. You must stress this point to the students.

## Drill # 6.2: The goal: Be able to apply the strategies during a game

### Organization:

- Ask the students to form teams of 6
- Play a volleyball game (modify the rules according to your students' aptitudes)

### Technical points (execution):

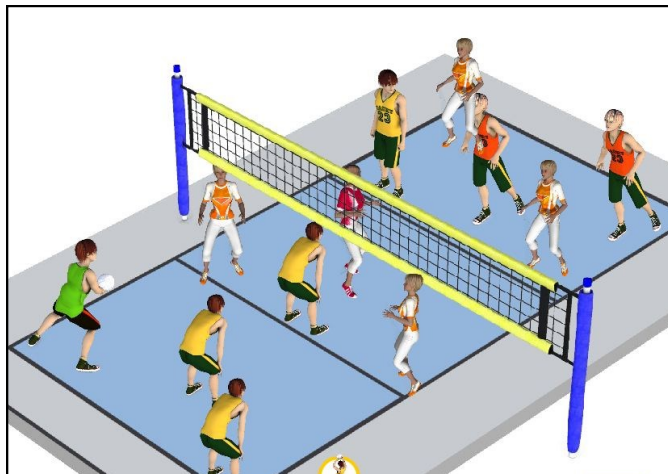
- ⇒The students must create an offensive strategy in teams
- The student communicates with his teammates
  - The student explains his ideas while respecting those of others
  - The student listens to his teammates' ideas
  - The student applies the strategy in game situations

### Possible variants:

- Practice the 3 contacts
- Enable the students to define the strategies on paper
- Give ideas to the students to define efficient offensive strategies

### Material:

- 1 ball per game
- Shirts
- Paper and pencil if necessary



## D<sub>efense</sub>

## Drill # 7.1: The goal: Be able to take on an individual position in a defense team strategy

### Organization:

- Ask the students to form teams of 6

### Technical points (execution):

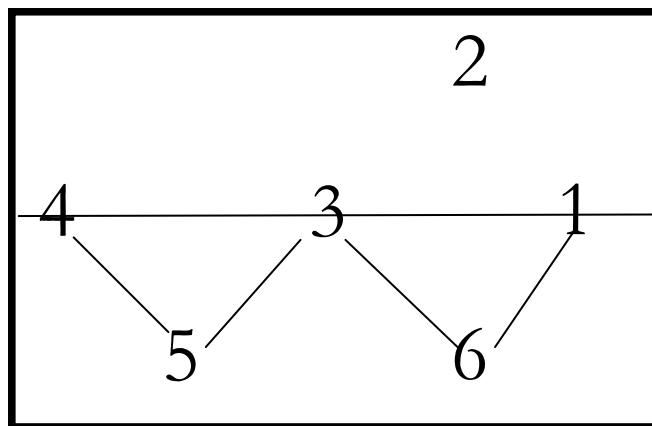
- ⇒The students must be able to adopt an individual defensive position during the game
- Feet shoulder wide
  - Torso slightly bent forward
  - Knees slightly bent
  - Arms open on each side of the body
- ⇒The team must be spread to cover the whole court
- Players 4-3-2 must be placed in order to cover the front of the court
  - Players 5-6-1 cover the back court and complete the defense adequately
  - Try the W defense
- ⇒The student must work in teams
- The students communicate with one another
  - The students apply the technique for a collective goal

### Possible variants:

- Modify the game to facilitate the students' learning

### Material:

- One ball per game



## Drill # 7.2: The goal: Be able to retrieve a ball from one's partner

### Organization:

- Ask the students to stand in teams of 4
- One ball per team

### Technical points (execution):

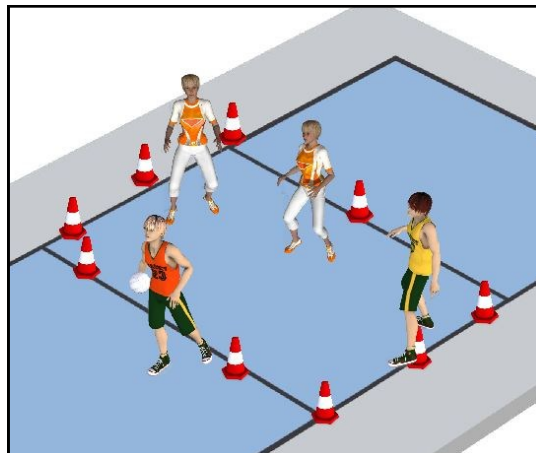
- ⇒ A student stands with his back to 3 other students; he throws the ball behind him towards his teammates
- ⇒ The defenders must communicate with one another and retrieve the ball while trying to correctly place the ball
  - The students must adopt an individual defensive position
  - Communicate with one another in order to know who will retrieve the ball
  - Use the appropriate technique to bring back the ball
  - The student tries to bring the ball in order to facilitate the ball progression in offense

### Possible variants :

- Ask the students to stand in teams of 3
- Require a third contact after retrieval (with a passer)

### Material:

- One ball per team of 4
- Cones to delimit the court



## Drill # 7.3: The goal: Be able to do a block during the game

### Organization:

- Ask the students to form teams of 6
- Have a volley-ball game

### Technical points (execution):

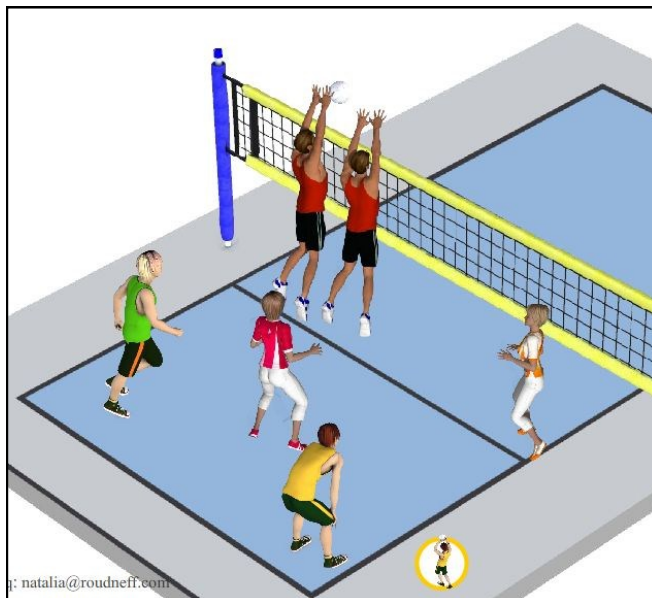
- ⇒ Modify the game rules if a team does a block that manages to grant an additional point to the team
- ⇒ The student must perform the block criteria
  - Legs slightly bent shoulder wide
  - The student stands at 30 centimeters from the net
  - Arms and fingers spread
  - Hand at the level of the face
  - Shoulders parallel with the net
  - Make the weight transfer with your arms and jump
  - Fully extend the arms
  - Stand in the ball trajectory
- ⇒ The students try to create a block in teams
  - The students attempt actions in teams
  - The students communicate with one another to surprise the opponent

### Possible variants:

- Allow 4 contacts

### Material:

- One ball for the game



## Drill # 7.4: The goal: Be able to quickly adopt the defensive and offensive team position

### Organization:

- Ask the students to form teams of 7
- Place each team on a portion of the court (the net is not necessary)

### Technical points (execution):

- ⇒ The 6 students place themselves in a game position
- ⇒ The remaining student must ask the team to place themselves in an offensive or defensive position (make the positions random and vary the time between each one in order to increase the difficulty). After each attack call, the students must make a clockwise position rotation.
- ⇒ The team must go quickly from an offensive position to a defensive position in teams
  - The students must quickly change their position
  - The students must communicate with one another
  - The students have formed certain offensive and defensive team positions



### Possible variants:

- Create a “Simon says” type of game and create competition between each team

## Drill # 7.5: The goal: Be able to do a block in teams

### Organization:

- Ask the students to form teams of 4
- One ball per team near the net

### Technical points (execution):

- ⇒ A student stands on the other side of the net with the ball
- ⇒ The 3 defenders must be close to the net and get ready to do a block
- ⇒ The student on the other side tosses the ball towards the 3 students
- ⇒ The student at the centre and one of the other two teammates must do a block
  - The students must place themselves in an individual defensive position
  - Communicate appropriately to be able to do a block, two players together
  - Apply the blocking techniques
  - Be close enough to your partner to appropriately cover the place blocked by the two players together

### Possible variants:

- Do the drill with only 3 players
- Practice without a ball

### Material:

- One ball per team of 4



## Referee

Here are some of the referees' technical gestures during volley-ball games.

You can show these gestures to your students for them to be able to referee the games during courses.

It is a good way to learn the game rules and to apply them in a game situation.

You can also question the students about certain gestures in order to check their level of learning regarding volley-ball rules.



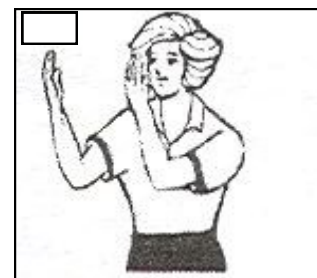
Authorize the serve



Change courts



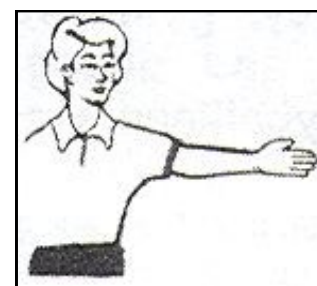
4 contacts



Ball outside



Double touch



Point granted

[http://www.sonic.net/drtturner/WebTurner/volleyball\\_spectator\\_guide.htm](http://www.sonic.net/drtturner/WebTurner/volleyball_spectator_guide.htm)

## Introduction:

- ◊Volley-ball rules
- ◊The technical elements
- ◊Information

## Level 1:

- ◊The drills for Secondary 1,0 1,1 1,2

## Poster:

- ◊Touch
- ◊Bump
- ◊Serves



# Volley-Ball

## Bump :

- Hold the elbows parallel to the thumbs pointing towards the ground
- Arms are parallel to the thighs under the shoulders
- Arms must be straight at the touch of the ball
- Stand under the ball
- Keep the knees bent at the touch of the ball
- Place the shoulders towards the target



## Touch:

- Thumbs point towards the eyes
- Make the contact with the 10 finger tips and not the palms
- Stand under the ball
- Arms fully extended
- At the end of the push, turn the palms outwards by rotating the wrists
- Place the shoulders towards the target



## Tennis serve :

- Align foot, shoulder and hip towards the target, feet staggered
- Hold the ball with the other hand in front of you facing the arm that is doing the serve
- Toss the ball in front of the opposite shoulder
- Make a weight transfer to the front foot
- Contact is made with the palm, arm fully extended
- Hit the ball hard at its center, continuing the movement with the arm
- Contact is made with the lower part of the palm



## Underhand serve :

- Contact with the ball is made facing the hitting arm
- Follow the trajectory towards the target
- Make a weight transfer from back to front
- Contact with the ball is made with the lower part of the palm.





## TEACHER'S EVALUATION GRID MOTOR SKILLS

Competency: **Interact** with others in different physical activity settings

Level 1 of Secondary:

Year:

Class:

<b>LES: VOLLEYBALL</b>  <b>C2</b>	Observable elements (indicate, in the relevant column, the score concerned)				
	Evaluation criteria Motor skills				
	Principles of synchronization				
	Underarm serve	Bump	Touch	Defence position	Bump/touch combination
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

### Legend:

4: Executes the task easily according to the expected results

3: Executes the task partially according to the expected results

2: Executes the task with difficulty according to the expected results

1: Does not execute the required task in full

\*Scores 2-3-4 can be improved with a +

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# TEACHER'S EVALUATION GRID PLAN OF ACTION

Competency: **Interact** with others in different physical activity settings

Level 1 of Secondary:

Year:

Class:

<b>LES: VOLLEYBALL</b>  <b>C2</b>	<b>Observable elements</b> (indicate, in the relevant column, the score concerned)				
	<b>Evaluation criteria Plan of action</b>				
	Action rules in cooperative activities in separate spaces				Principles of communication
	Circulate the ball in your territory (3 contacts)	Attack the spaces not covered by the opponents (aim at the spaces not covered)	Aim at the court's limits	Defend his territory	Students communicate
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

## Legend:

4: Executes the task easily according to the expected results

3: Executes the task partially according to the expected results

2: Executes the task with difficulty according to the expected results

1: Does not execute the required task in full

\*Scores 2-3-4 can be improved with a +



# **OBSERVABLE CRITERIA FOR THE VOLLEYBALL TEACHER**

Competency: *Interact with others in different physical activity settings*

Level 1 of Secondary

Year:

Class

Motor skills	Skills	Observable criteria
Principles of synchronization	Underarm serve	<ul style="list-style-type: none"> <li>• Contact with the ball is made with the face of the hitting arm</li> <li>• Follow the course of the ball towards the target</li> <li>• Make the weight transfer from back to front</li> <li>• Contact with the ball is made with the lower part of the palm</li> <li>• Place the shoulders towards the target</li> </ul>
	Bumping	<ul style="list-style-type: none"> <li>• Hold the elbows parallel to the thumbs pointing towards the ground</li> <li>• Arms are parallel to the thighs under the shoulders</li> <li>• Arms must be straight at the touch of the ball</li> <li>• Stand under the ball</li> <li>• Keep the knees bent at the touch of the ball</li> <li>• Place the shoulders towards the target</li> </ul>
	Touch	<ul style="list-style-type: none"> <li>• Thumbs point towards the eyes</li> <li>• Make the contact with the tip of the 10 fingers and not the palms</li> <li>• Stand under the ball</li> <li>• Arms fully extended</li> <li>• At the end of the push, turn the palms outwards by rotating the wrists</li> </ul>
	Defence position	<ul style="list-style-type: none"> <li>• Feet shoulder wide</li> <li>• Trunk slightly bent forward</li> <li>• Knees slightly bent</li> <li>• Arms open on each side of the body</li> </ul>
	Bumping/touch combination	<ul style="list-style-type: none"> <li>• The student combines a touch and a bump or vice versa in a fluid way</li> <li>• The student uses the observable elements of the touch and of the bump</li> </ul>

Plan of action	Plan	Application in a game situation
<b>Principles for action during collective activities</b>  <b>(In a common space)</b>	Move the ball in his territory (3 contacts)	<ul style="list-style-type: none"> <li>• The first student receives the ball correctly (see technique)</li> <li>• The second student positions the ball so that the third student can send it back correctly over the net</li> <li>• The third student tosses the ball to the other side of the net</li> <li>• The students communicate between them</li> <li>• The ball crosses the net</li> </ul>
	Attack the spaces not covered by the opponents (aim at the spaces that are not covered)	<ul style="list-style-type: none"> <li>• The student aims at the holes not covered by his opponents</li> <li>• The student playing defense stands in the center of the court</li> <li>• The student understands where to send back the ball to his opponent</li> </ul>
	Aim at the court limits	<ul style="list-style-type: none"> <li>• The students must discuss about the respective zones they must defend</li> <li>• The students must communicate</li> <li>• Aim at the other team's sidelines</li> </ul>
	Defend his territory	<ul style="list-style-type: none"> <li>• The students applies the technical elements of the basic position</li> <li>• The student places himself correctly in the zone in order to cover the entire zone</li> <li>• He gets to the ball with a good speed</li> <li>• He gets to the ball with a good angle</li> <li>• He returns the ball using the touching or bumping technique</li> <li>• The student makes an effort to return the ball despite the distance</li> </ul>
<b>Communication principles</b>	Students communicate	<ul style="list-style-type: none"> <li>•The student communicates his intention to hit the ball</li> <li>•The student communicates with his teammates</li> <li>•The team finds efficient ways to communicate</li> </ul>



## TEACHER'S EVALUATION GRID MOTOR SKILLS

Competency: **Interacts** in various contexts of physical activities practice

Level 2 of Secondary Year:

Class:

LES: VOLLEY-BALL  <b>C2</b>	Observable elements (indicate, in the relevant column, the score concerned)					
	Evaluation criteria Motor skills					
	Synchronization principles			Action principles during collective activities in a distinct space		
	Tennis serve	Smash	Block	One-arm bump	Dive	Retrieval near the net
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

### Legend:

4: Executes the task easily according to the expected results

3: Executes the task appropriately according to the expected results

2: Executes the task with difficulty according to the expected results

1: Does not execute the required task in full

\*Scores 2-3-4 can be improved with a +

# TEACHER'S EVALUATION GRID PLAN OF ACTION - VOLLEY-BALL

Competency: **Interacting** in various contexts of physical activities practice

Level 2 of Secondary

Year:

Class:

<b>LES: VOLLEY-BALL</b>  <b>C2</b>	<b>Observable elements</b> (indicate, in the relevant column, the score concerned)				
	<b>Evaluation criteria Plan of action</b>				
	Roles to be played		Action principles during collective activities in a distinct space		
	In offence	In defense	Offensive strategy	Defensive strategy	Ball retrieval
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

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# **OBSERVABLE CRITERIA FOR THE TEACHER - VOLLEY-BALL**

Competency: *Interacting in various contexts of physical activities practices*

Level 2 of Secondary

Year:

Class:

Motor skills	Skills	Observable criteria
Synchronization principles	Tennis serve	<ul style="list-style-type: none"> <li>Stand so as to have your foot, shoulder and hip aligned with the target; feet must be staggered</li> <li>Hold the ball with the other hand in front of you, facing the arm that will serve</li> <li>Toss the ball in front of the opposite shoulder</li> <li>Make a weight transfer onto the front foot</li> <li>Contact is made with the hand palm, arm fully extended</li> <li>Hit powerfully on the ball centre, carry on the movement with the arm</li> <li>Contact is made with the lower part of the hand palm</li> </ul>
	Smash	<ul style="list-style-type: none"> <li>Attack step                             <ul style="list-style-type: none"> <li>For right-handed: left, right-left</li> <li>For left-handed : right, left-right</li> <li>Use both arms for an upward propulsion</li> <li>Land on both feet in a balanced way</li> </ul> </li> <li>Attack                             <ul style="list-style-type: none"> <li>Blocking after the run up of a few steps</li> <li>Arms projected upward and forward</li> <li>The arm is extended</li> <li>The torso is straightened up</li> <li>The ball is hit with the hand palm, fingers open on the ball towards the ground</li> </ul> </li> </ul>
	Block	<ul style="list-style-type: none"> <li>Legs slightly bent shoulder width</li> <li>The student about 30 centimetres away from the net</li> <li>Arms and fingers spread</li> <li>Hand level with the face</li> <li>Shoulders parallel with the net</li> <li>Make the weight transfer with the arms then do the jump</li> <li>Fully extend the arms</li> <li>Stand in the ball trajectory</li> </ul>
Action principles during collective activities  in a distinct space	One-arm bump	<ul style="list-style-type: none"> <li>Lean over towards the ball trajectory</li> <li>Use the top of the hand with a wrist extension movement</li> <li>Go from the extended arm movement to a back hand slap</li> <li>Hit under the ball</li> </ul>
	Dive	<ul style="list-style-type: none"> <li>The student must only place his hand on the ground below the ball for the latter to bounce over it</li> <li>Make sure that the student anticipates the ball trajectory</li> <li>Start on your knees, then vary the starting position</li> </ul>
	Retrieval at the net	<ul style="list-style-type: none"> <li>The student recovers the ball near the net using the best technique</li> </ul>

Plan of action	Plan	Application in a game situation
Roles to be played	In offense	<ul style="list-style-type: none"> <li>The students must communicate with one another during decision making</li> <li>Uses the functions of the role that he must play (see exercise 5.1)</li> <li>The students must apply the strategy during the game</li> <li>The students must adjust the strategy if it does not work</li> <li>Each student must try a role during the game (receiver, setter, spiker)</li> <li>Each student plays a role based on his aptitudes</li> </ul>
	In defense	<ul style="list-style-type: none"> <li>The students must be able to adopt an individual defensive position during the game <ul style="list-style-type: none"> <li>The feet at shoulder width</li> <li>Torso slightly tilted forward</li> <li>Knees slightly bent</li> <li>Arms open on each side of the body</li> </ul> </li> <li>The team must have a collective positioning in order to cover the whole field <ul style="list-style-type: none"> <li>Each of players 4-3-2 is well positioned in order to cover the forward court</li> <li>Players 5-6-1 cover the rear court and complete the defense adequately</li> <li>Try the W defense</li> </ul> </li> <li>The students must work in teams <ul style="list-style-type: none"> <li>The students communicate with one another</li> <li>The student applies the technique for a collective purpose</li> </ul> </li> </ul>
Action principles during collective activities in a distinct space	Offensive strategy	<ul style="list-style-type: none"> <li>The student communicates with his teammates</li> <li>The student voices his ideas while respecting those of others</li> <li>The student listens to his teammates' ideas</li> <li>The student applies the strategy in a game situation</li> </ul>
	Defensive strategy	<ul style="list-style-type: none"> <li>The students communicate with one another</li> <li>The student applies the technique for a collective purpose</li> </ul>
	Ball retrieval	<ul style="list-style-type: none"> <li>The students must adopt an individual defensive position</li> <li>Must communicate with one another in order to know who is going to recover the ball</li> <li>Must use the appropriate technique to bring up the ball</li> <li>The student tries to bring up the ball in order to help the ball's progression in attack</li> </ul>