



# TOOLS FOR LEARNING **ROUNDNET**

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MIDDLE (6-8)

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## MODULE OVERVIEW

### ABOUT THIS MODULE

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Roundnet is the sport played with Spikeball® equipment. This module works toward the SHAPE America Middle School Outcomes for Net/Wall Games, more specifically serving, striking, and tactics. There is also a significant focus on personal and social behavior.

Roundnet is a fast-paced and fun game with which many students have very little (if any) prior experience. This helps to level the playing field for many who may feel apprehensive about participating in other sports in which their classmates have already acquired skill through years of prior participation.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

**Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.**

- ✓ **Outcome M13.6-8.** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).

**Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

- ✓ **Outcome M8.6-8.** Reduces offensive options for opponents by returning to mid-court position (6); Selects offensive shot based on opponent's location (hit where opponent is not) (7); Varies placement, force, and timing of return to prevent anticipation by opponent (8).

**Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

- ✓ **Outcome M7.6-8.** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).

**Standard 4. Exhibits responsible personal and social behavior that respects self and others.**

- ✓ **Outcome M4.6-8.** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

**Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- ✓ **Outcome M6.6-8.** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities. (8).

*NOTE: Additional standards and outcomes addressed are specified on each activity plan.*

MODULE OVERVIEW

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## MODULE OVERVIEW

### PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	<i>5-10 minutes</i>
+ Skill Activity with Debrief	<i>10-15 minutes</i>
+ Skill Activity with Debrief	<i>10-15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

**Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

### ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

### HOLISTIC RUBRIC FOR

### PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

The Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed in full during the Module's tournament days, providing a final holistic evaluation of each student's performance.

### ACADEMIC LANGUAGE QUIZ

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.



The format of each question has been written and optimized for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: [www.plickers.com](http://www.plickers.com)

## MODULE OVERVIEW

## SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Self-Passing Challenges + Spikeball® Bounce & Catch	Above-Chest Pass, Below-Chest Pass, Athletic Stance, Control, Demonstrate, Skill-Related Fitness, Feedback, Accuracy, Force, Practice, Improve, Safety
2	Self-Passing Challenges + Partner Passing Plays	Accuracy, Balance, Encouragement, Feedback, Transfer Weight
3	Partner Passing Plays + Rally Time	Spike, Strike, Health-Related Fitness, Skill-Related Fitness, Positive Environment, Rally
4	Partner Passing Pentathlon + Rally Time	Accuracy, Pentathlon, Data, Effort, Improve
5	Partner Passing Plays + Partner Passing Pentathlon	Accuracy, Pentathlon, Data, Effort, Improve
6	Selfie Spikes + Spiking Pentathlon	Coordination, Mature, Spike, Strike, Plan of Action, Positive Environment
7	Selfie Spikes + Spiking Pentathlon	Spike, Mature, Data, Effort, Feedback, Communication Skills
8	Make 'em Move + Rally Time	Placement, Offense, Defense, Force, Timing, Etiquette, Opponent
9	Anticipate & Position + Roundnet 4 Rookies	Analyze, Anticipation, Athletic Stance, Positioning, Predict, Offense, Defense, Return
10	Team Tactics + Roundnet 4 Rookies or Roundnet 4 Pros (student choice)	Combine, Positioning, Tactic, Self-Officiating, Serve, Social Interaction, Spirit of the Game, Strategy, Placement, Force, Timing, Effective, Cooperation
11	Rally Time + Tournament Day	Combine, Tactics, Etiquette, Spirit of the Game, Tournament
12	Rally Time + Tournament Day	Academic Language Review

## MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
6	Spikeball® Combo Set (item # includes 1 net & 3 Spikeballs®; order qty 6)	1376884	<a href="#">Link to e-Store</a>
6	Replacement Spikeballs®	1376885	<a href="#">Link to e-Store</a>
24	Low Profile Cones (item # includes Pack of 12 cones; order qty 6)	1255690	<a href="#">Link to e-Store</a>
6	Game Cones (item # includes 6 cones; order qty 1)	1245875	<a href="#">Link to e-Store</a>
6	Task Tents (item # includes 6 task tents; order qty 1)	1389878	<a href="#">Link to e-Store</a>
12	Premium No-Kink Hoops (36") (item # includes 12 hoops; order qty 1)	02170	<a href="#">Link to e-Store</a>
24	Non-slip Spots (item # includes 6 spots; order qty 4)	1388151	<a href="#">Link to e-Store</a>
			
59	Academic Language Cards		<a href="#">OPENPhysEd.org</a>
5	Skill Challenge Cards		<a href="#">OPENPhysEd.org</a>
2	Pentathlon Skill Cards		<a href="#">OPENPhysEd.org</a>
3	Skill Cue Charts		<a href="#">OPENPhysEd.org</a>
1	Holistic Performance Rubric		<a href="#">OPENPhysEd.org</a>
1	Academic Language Quiz		<a href="#">OPENPhysEd.org</a>

## SELF-PASSING CHALLENGES

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate below-chest & above-chest passes.
- ✓ **Cognitive:** I will identify the components of skill-related fitness required for successful participation in Roundnet.
- ✓ **Fitness:** I will work consistently to improve my skill-related fitness during all self-passing challenges.
- ✓ **Personal & Social Responsibility:** I will listen to feedback and use suggestions to improve my Roundnet skills.

### TEACHING CUES

- ✓ Athletic Stance (Feet, Knees, Hands, Eyes Ready)
- ✓ Hand Placement (Below-Chest: Palms Up, Fingers Away; Above-Chest: Palms Out, Fingers Toward Head)
- ✓ Palm Strike (Palm Flat, Strike Between Heel & Fingers)

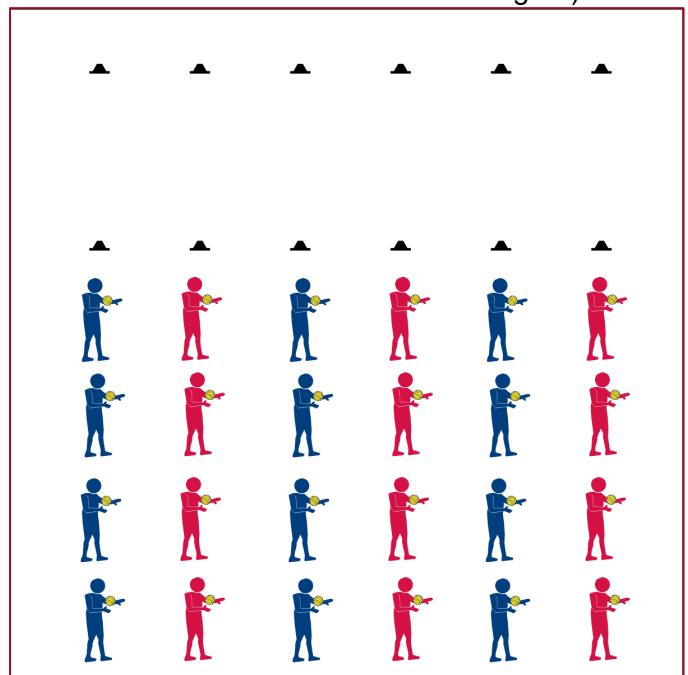
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 2 low profile cones per group of 4 students
- ✓ 1 Spikeball® (or foam ball) per student
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 large cone
- ✓ 1 Self-Passing Challenge Card per group of 4 students
- ✓ 1 Passing Cue Chart per group of 4 students

#### Set-Up:

1. Create 6 or more lines using 2 low profile cones set 10 paces apart.
2. Divide students into groups of 4, each student with a ball.
3. Line each group of 4 students up behind 1 cone. Provide students with enough personal space for moderate activity.



#### Activity Procedures:

1. Today we're going to start our Roundnet training by completing a series of self-passing challenges. There are two types of passes used in Roundnet: 1) Below-Chest; 2) Above-Chest.
2. Both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball (demonstrate and practice critical elements).
3. Below-Chest passing requires hand placement at waist level, palms out, and fingers away from the body.
4. Above-Chest passing requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.
5. On the start signal, work to complete the self-passing challenges found on the Challenge Card. Reach JV level with 10 successful self-passes. Reach Varsity level with 20 successful self-passes.
6. Freeze and be ready to listen when you hear the stop signal.

#### Grade Level Progression:

- 6<sup>th</sup>: Completes challenges demonstrating cooperative behaviors and appropriate behavior.
- 7<sup>th</sup>: Appropriately communicates suggestions for improvement and assistance to partners.
- 8<sup>th</sup>: Works with partner to develop a play of action for improving challenge performance.

## SELF-PASSING CHALLENGES

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ **Adaptation:** Use a balloon or lightweight ball.
- ✓ **Extension:** Prompt students to create their own challenges.

ACADEMIC  
LANGUAGE

Above-Chest Pass, Below-Chest Pass, Athletic Stance, Consistently, Control, Demonstrate, Skill-Related Fitness, Feedback

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 4 (M3.6-8):** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance (6); Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills (7); Provides encouragement and feedback to peers without prompting from the teacher (8).
- ✓ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What are the components of skill-related fitness?
- ✓ **DOK 2:** Which components affect Roundnet performance? Why? (provide evidence)
- ✓ **DOK 3:** How would you adapt one (or several) of the self-passing challenges to work on specific components of skill-related fitness (e.g., coordination)?
- ✓ **DOK 4:** Develop a self-passing practice plan that you can do outside of class in order to improve one or more component of skill-related fitness.

TEACHING  
STRATEGY  
FOCUS

**Identify critical content:** Below-chest and above-chest passing (along with spiking) are among the most essential fundamental skills needed for successful Roundnet play. Use a video of competitive Roundnet to provide students with evidence that passing elements and cues are critical to their skill development. Then, provide students with ample time for purposeful practice.

## SPIKEBALL® BOUNCE & CATCH

### STUDENT TARGETS

- ✓ **Skill:** I will use accurate tosses with appropriate force.
- ✓ **Cognitive:** I will describe the similarities and differences between the different types of bounces used in Roundnet.
- ✓ **Fitness:** I will actively engage in all practice tasks in order to improve my skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will make positive suggestions to my partner and group in order to help improve our performance.

### TEACHING CUES

- ✓ Accurate Bounce
- ✓ Appropriate Force
- ✓ Ready to Catch

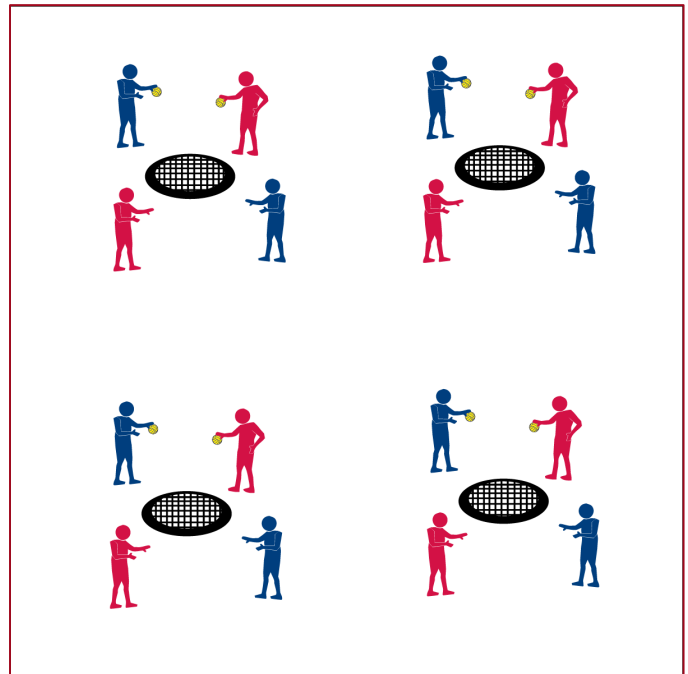
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net and 2 balls per group of 4 students
- ✓ 1 large cone
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 Bounce & Catch Challenge Card per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in a large activity area with plenty of room for vigorous activity.
2. Place 2 Spikeballs® at each net.
3. Display 1 Bounce & Catch Challenge Card at each net using a Task Tent and a cone.
4. Pair students and then send 2 pairs to each



#### Activity Procedures:

1. It's time to get introduced to the Spikeball® Net that we'll use to play Roundnet. This is a game of bounce and catch with 4 levels of play.
2. The object is to make different types of bounces for your partner to catch. Each level of play introduces a different type of bounce. This will teach us how the ball will react to and rebound off of the net.
3. There will be 2 sets of partners per net. Alternate bounces with the other pair at your net.
4. Complete 10 successful bounces at each level. Begin at level 1 when you hear the start signal.
5. Level 1: Basic Bounces – bounce the ball back and forth directly to your partner.
6. Level 2: High Bounce – use enough force and the correct trajectory to bounce the ball high off of the net.
7. Level 3: Low Bounce – change the trajectory so that the bounce comes low off of the net.
8. Level 4: Drop Bounce – limit the force and modify the trajectory so that the ball bounces low and drops to the floor close to the net.

#### Grade Level Progression:

- 6<sup>th</sup>: Participates with peers and demonstrates appropriate responses to self and group challenges.
- 7<sup>th</sup>: Demonstrates the ability to follow and/or lead appropriately.
- 8<sup>th</sup>: Works with partner to develop a plan of action for improving challenge performance.



**SPIKEBALL® BOUNCE & CATCH**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ **Adaptation:** Remove the Spikeball® Net from this task. Students bounce a ball back and forth. Allow students to choose a ball that they are comfortable catching.
- ✓ **Extension:** Use this same activity format to practice spike serves.

ACADEMIC  
LANGUAGE

Accuracy, Appropriate, Control, Force, Practice, Improve, Safety

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 4 [M7.6-8]:** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).
- ✓ **Standard 5: [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** Can you name and describe each of the bounces used in this activity?
- ✓ **DOK 2:** How does the angle at which the ball is thrown affect the way it bounces off the net?
- ✓ **DOK 3:** How is a person's knowledge of each of these bounces related to their Roundnet performance?
- ✓ **DOK 4:** Design a practice task that will help you improve your ability to spike the ball using different bounces.

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content:** Learning the ball's reaction to the net will provide students with a fundamental understanding of how and why different spikes will offer different results. Students are generally excited to begin using the Spikeball® net in game play. The Bounce & Catch organization offers the opportunity to learn fundamental concepts using the net in a cooperative and collaborative manner.

## PARTNER PASSING PLAYS

### STUDENT TARGETS

- ✓ **Skill:** I will maintain my balance while focusing on accuracy while passing.
- ✓ **Cognitive:** I will compare and contrast health-related and skill-related fitness as each relates to Roundnet.
- ✓ **Fitness:** I will identify the skill-related fitness component(s) most important for passing.
- ✓ **Personal & Social Responsibility:** I will encourage my classmates by offering positive feedback on their performance.

### TEACHING CUES

- ✓ Accurate Passes
- ✓ Maintain Balance
- ✓ Offer Encouragement

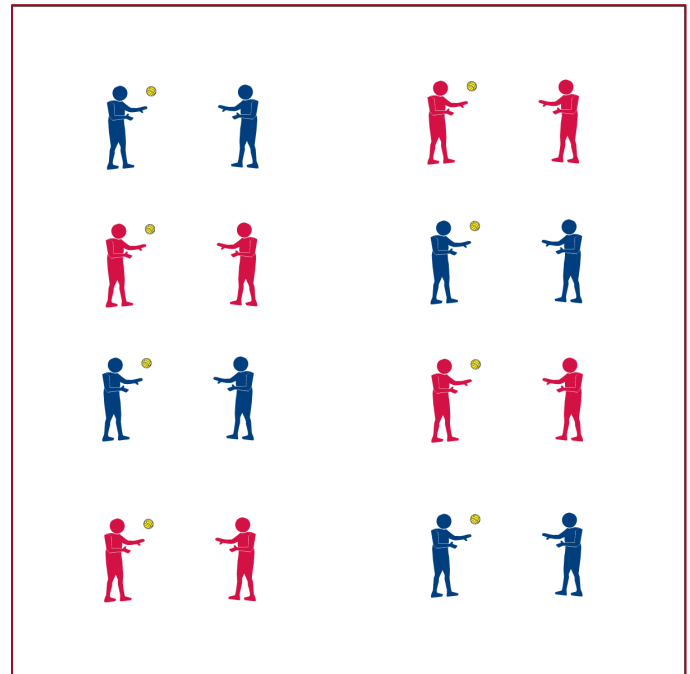
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® per pair
- ✓ 4-8 Partner Passing Challenge Cards

#### Set-Up:

1. Pair students, each pair with a ball.
2. Post several Partner Passing Challenges Cards throughout the activity area for students to see and reference.



#### Activity Procedures:

1. We're going to continue our Roundnet passing drills by completing a series of partner passing challenges. This will give us more advanced practice with the below- and above-chest passes.
2. Remember, both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball.
3. On the start signal, begin working to complete the partner passing challenges found on the Challenge Card. Reach JV level with 10 successful partner passes. Reach Varsity level with 20 successful partner passes.
4. Freeze and be ready to listen when you hear the stop signal.

#### Grade Level Progression:

- 6<sup>th</sup>: Students define and discuss the components of skill-related fitness.
- 7<sup>th</sup>: Students discuss how Roundnet can effect health- and skill-related fitness.
- 8<sup>th</sup>: Students discuss how health- and skill-related fitness components relate to Roundnet. More specifically, they discuss how each component can impact an individual's performance.

## PARTNER PASSING PLAYS

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Use a balloon or lightweight ball.
- ✓ **Extension:** Prompt students to create their own challenges.

### ACADEMIC LANGUAGE

Accuracy, Balance, Encouragement, Feedback, Transfer Weight

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M15.6]:** Transfers weight with correct timing for the striking pattern (6).
- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is health-related fitness?
- ✓ **DOK 2:** How would you compare and contrast health-related fitness with skill-related fitness?
- ✓ **DOK 3:** How do you think skill-related fitness relates to health-related fitness? How do each of these relate to Roundnet?
- ✓ **DOK 4:** As a class, let's develop a comprehensive training plan that could improve a person's health- and skill-related fitness in order to optimize Roundnet performances.

### TEACHING STRATEGY FOCUS

**Help students process content:** Students may not associate fitness components with Roundnet participation. It's important to introduce and infuse fitness concepts whenever appropriate using student-centered dialog and not strictly lecture. Allow students to build off the ideas of their peers to summarize and elaborate on cognitive content. Use the Depth of Knowledge (DOK) questions above to start this type of content-rich discussion.

## RALLY TIME

### STUDENT TARGETS

- ✓ **Skill:** I will pass and spike using all skill cues.
- ✓ **Cognitive:** I will list the fitness benefits of playing Roundnet.
- ✓ **Fitness:** I will distinguish between skill-related and health-related fitness benefits.
- ✓ **Personal & Social Responsibility:** I will respond appropriately to all challenges in order to promote a positive activity environment for all.

### TEACHING CUES

- ✓ Pass, Pass, Spike
- ✓ Spike: Palm Flat, Contact Between Heel & Fingers, Follow Through Down
- ✓ Cooperate & Encourage

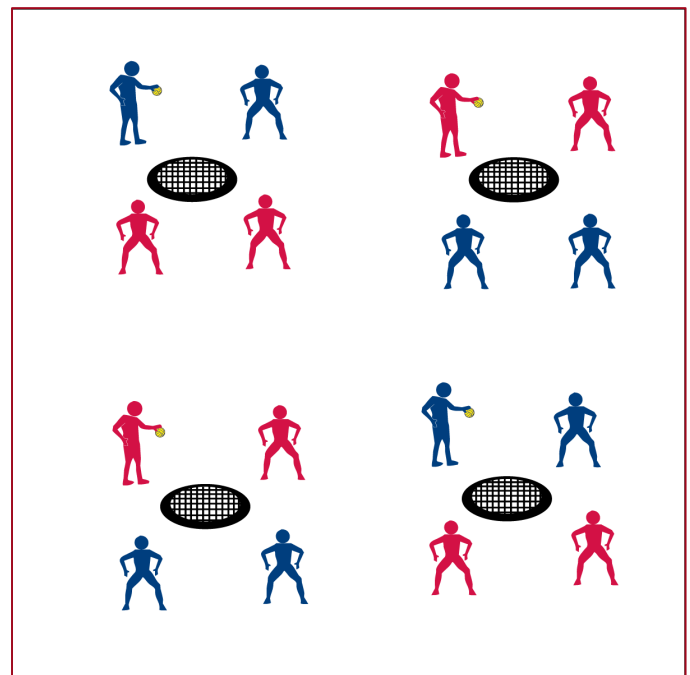
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net and 1 ball per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and send 2 pairs (4 players) to each net.



#### Activity Procedures:

1. Today's activity is a cooperative game called Rally Time.
2. The object of the activity is to build a rally with consecutive Roundnet passes and spikes.
3. Begin each rally with a tossed serve to a member of the opposite team. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession.
4. Each change of possession scores a rally point. Score 10 consecutive possession changes to achieve JV status. Score 20 to achieve Varsity status.
5. Hold the ball and be ready to listen when you hear the stop signal.

#### Grade Level Progression:

- 6<sup>th</sup>: Create a non-dynamic environment with the serving team catching the spike, then changing roles with the spiker now becoming the server. Each spike on net scores a rally point.
- 7<sup>th</sup>: Play the game as described above.
- 8<sup>th</sup>: After students achieve Varsity status, allow them to play a game of Roundnet for Rookies.

**RALLY TIME**

 UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ **Adaptation:** Increase the size of the net/target or remove the net altogether.
- ✓ **Extension:** Limit teams to 2 hits (i.e., 1 pass and 1 spike).

 ACADEMIC  
LANGUAGE

Spike, Strike, Health-Related Fitness, Skill-Related Fitness, Positive Environment, Rally

 STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1: [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

 DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What are all of the fitness benefits of playing Roundnet?
- ✓ **DOK 2:** Which of these benefits are skill-related and which are health-related?
- ✓ **DOK 3:** How would you describe your overall reaction to your participation in Rally Time? Provide details with respect to your physical, cognitive, and emotional response? Why did you respond in these ways?
- ✓ **DOK 4:** What information can you gather from your peers to support your ideas about how and why you reacted in the ways that you did.

 TEACHING  
STRATEGY  
FOCUS

**Help students elaborate on content:** The Rally Time activity format provides students with a controlled and cooperative Roundnet lead-up, allowing them to experience important elements of game play. Prompting students to describe and discuss their experience is an important part of building an appreciation for physical activity and movement. However, many students will offer only short descriptions of their feelings and reactions. Prompt students to elaborate using guiding follow-up questions that ask for specific examples and evidence.

## PARTNER PASSING PENTATHLON

### STUDENT TARGETS

- ✓ **Skill:** I will complete all passing pentathlon tasks.
- ✓ **Cognitive:** I will accurately record performance data on the Passing Pentathlon Skill Card.
- ✓ **Fitness:** I will accurately rate my overall effort on the Skill Card.
- ✓ **Personal & Social Responsibility:** I will extend my effort in order to help my partner and myself improve our passing skills.

### TEACHING CUES

- ✓ Attempt an Event
- ✓ Record Your Data
- ✓ Repeat for All 5 Events
- ✓ Rate Your Effort

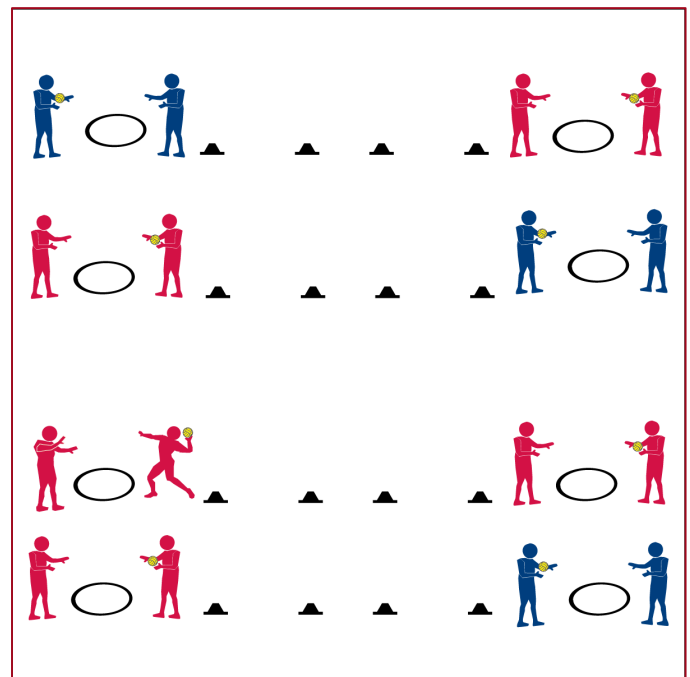
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 ball per pair
- ✓ 1 hoop per pair
- ✓ 2 low profile cones per pair
- ✓ 1 Passing Pentathlon Skill Card and 1 pencil per pair

#### Set-Up:

1. For each pair, place a hoop and a ball 5 paces from one cone, and place another cone 10 paces from the first cone.
2. Duplicate this set-up on the opposite side of the activity area, with hoops on the outside and cones placed toward the middle of the area.
3. Pair students, sending each pair to a hoop.



#### Activity Procedures:

1. It's time to assess your Netball passing skills with a Passing Pentathlon activity.
2. Your goal is to complete and record your score for the 5 passing challenges found on the Skill Card.
3. You'll also rate your effort at the bottom of the Pentathlon Skill Card.
4. If you finish the pentathlon challenges early, create your own challenges to be shared with your classmates.

#### Grade Level Progression:

- 6<sup>th</sup>: Participates with peers and demonstrates appropriate responses to self and group challenges.
- 7<sup>th</sup>: Demonstrates the ability to follow and/or lead appropriately.
- 8<sup>th</sup>: Works with partner to develop a plan of action for improving challenge performance.

## PARTNER PASSING PENTATHLON

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Use a balloon or lightweight ball. Complete one challenge at a time rather than giving all pentathlon challenges at the start of the activity. Some challenges can be easily modified to match students' ability and comfort.
- ✓ **Extension:** Prompt students to create their own pentathlon challenges.

### ACADEMIC LANGUAGE

Accuracy, Pentathlon, Data, Effort, Improve

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** Based on your performance data, which event was the easiest? Which was the most challenging?
- ✓ **DOK 2:** Why do you think one event was easier than the other?
- ✓ **DOK 3:** How could you adapt these activities to make them more or less challenging?
- ✓ **DOK 4:** Using the data on your sheet, develop a practice plan for improving your performance for your next Passing Pentathlon attempt.

### TEACHING STRATEGY FOCUS

**Help students record and represent knowledge:** Utilizing the Pentathlon Skill Card provides students with a visual representation of the skill acquisition process. Day 1 data provides a baseline performance. Following-up this initial performance with purposeful practice gives students an opportunity to improve in areas they now can see need improvement. Day 2 data represents the fruits of student effort and, if the process is done correctly, will visually demonstrate the relationship between practice and improvement.

## SELFIE SPIKES

### STUDENT TARGETS

- ✓ **Skill:** I will spike the ball with a mature striking pattern, focusing on all cues.
- ✓ **Cognitive:** I will develop a plan of action in order to help my partner and myself improve our spiking skills.
- ✓ **Fitness:** I will define coordination and explain how it relates to Roundnet.
- ✓ **Personal & Social Responsibility:** I will respond appropriately to all challenges in order to promote a positive activity environment for all.

### TEACHING CUES

- ✓ Partner Toss
- ✓ Self Pass
- ✓ Accurate Spike

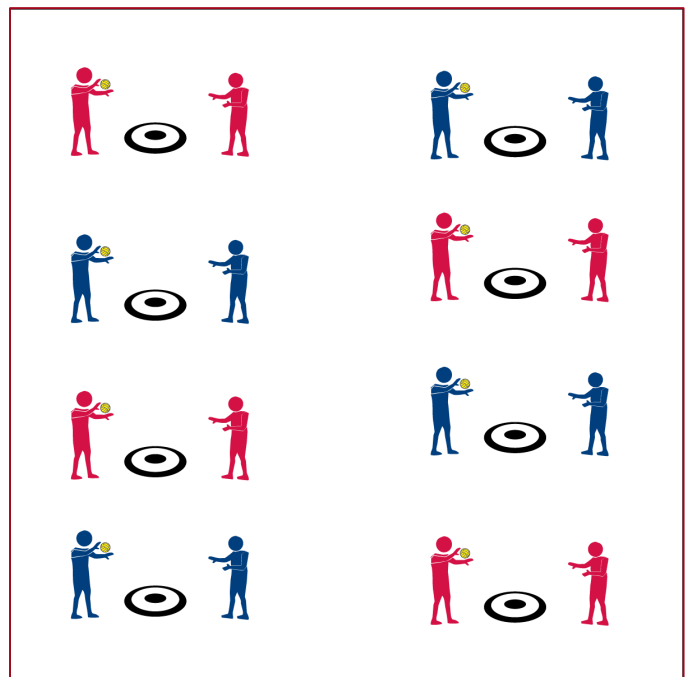
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 hoop per pair
- ✓ 1 spot marker per pair
- ✓ 1 ball per pair

#### Set-Up:

1. In a large activity area, place 1 spot marker and 1 ball in the center of a hoop for each pair of students.
2. Pair students and send each pair to a hoop.



#### Activity Procedures:

1. This activity is called Selfie Spikes. The object is to land your spikes inside of the hoop.
2. On the start signal, your partner will toss you the ball just above waist level. Self-pass the ball and then spike it into the hoop.
3. Complete 5 attempted spikes and then change roles.
4. When you believe that you've mastered the hoop at level 1, move to level 2 and attempt to hit the spot marker with each spike.
5. When you hear the stop signal, hold the ball and be ready to listen.

#### Grade Level Progression:

- 6<sup>th</sup>: Participates with peers and demonstrates appropriate responses to self and group challenges.
- 7<sup>th</sup>: Demonstrates the ability to follow and/or lead appropriately.
- 8<sup>th</sup>: Works with partner to develop a plan of action for improving personal performance.

## SELFIE SPIKES

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Remove or increase the size of the target. Use a balloon or lightweight ball.
- ✓ **Extension:** Decrease the size of the target (e.g., place a sticker or mark on each spot).

### ACADEMIC LANGUAGE

Coordination, Mature, Spike, Strike, Plan of Action, Positive Environment

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 5: [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the cues for a mature spike?
- ✓ **DOK 2:** How did you apply these cues in the Selfie Spike activity?
- ✓ **DOK 3:** How are the cues related to successful spiking?
- ✓ **DOK 4:** Develop a plan of action that you and your partner can follow to help improve your spiking skills.

### TEACHING STRATEGY FOCUS

**Help students practice skills strategies, and processes:** This activity provides a fundamental practice task for developing spiking skills. Using this activity before and after the Spiking Pentathlon Challenge demonstrates a skill development process that students can utilize throughout a lifetime of activity and learning.

## SPIKING PENTATHLON

### STUDENT TARGETS

- ✓ **Skill:** I will spike the ball with a mature striking pattern, focusing on all cues.
- ✓ **Cognitive:** I will accurately record performance data.
- ✓ **Fitness:** I will accurately rate my overall effort.
- ✓ **Personal & Social Responsibility:** I will accept the differences between my partner and myself and use encouragement and positive feedback in our communications.

### TEACHING CUES

- ✓ **Power Stance** (Sideways, Shoulder-Width, Eyes on Ball)
- ✓ **Core Rotation** (Rotate Hips, Hand Up/Open, Swing Down)
- ✓ **Palm Strike/Follow Through** (Palm Flat, Contact Between Heel & Fingers, Follow Through Down)

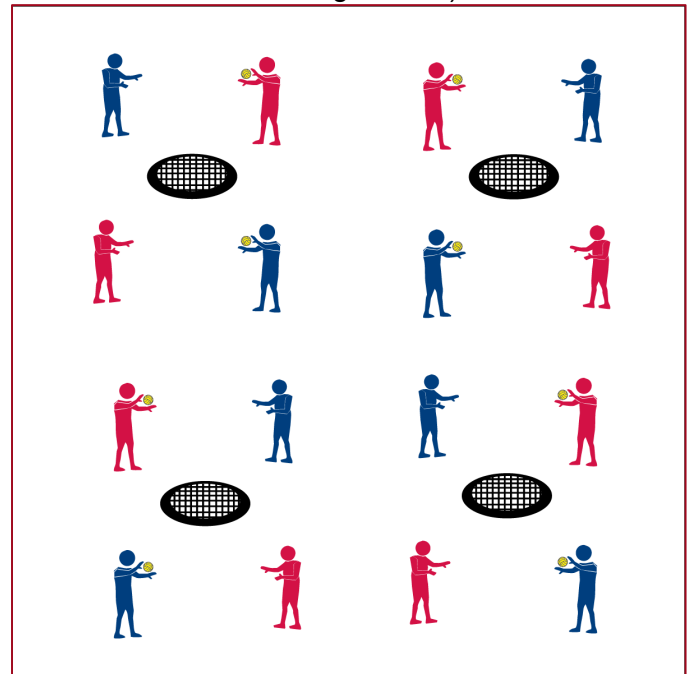
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net & 1 ball per group of 4 students
- ✓ 1 large cone
- ✓ 1 Spiking Pentathlon Skill Card & pencil per pair
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 Spiking Cue Chart per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in a large activity area with plenty of room for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Place Spiking Cue Chart in Task Tent and on large cone at each Spikeball® net.
4. Pair students and then send 2 pairs to each Spikeball® net.



#### Activity Procedures:

1. It's time to assess your Netball spiking skills with a Spiking Pentathlon activity.
2. Your goal is to complete and record your score for the 5 spiking challenges found on the Skill Card.
3. You'll also rate your effort at the bottom of the card.
4. If you finish the pentathlon challenges early, create your own challenges to be shared with your classmates.

#### Grade Level Progression:

- 6<sup>th</sup>: Works to make accurate tosses to partner and also offers encouragement and positive feedback.
- 7<sup>th</sup>: Uses class strategies and communication skills to appropriately resolve any conflicts or disruptions.
- 8<sup>th</sup>: Independently manages behavior and engagement with no teacher reminders or influence.

## SPIKING PENTATHLON

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Remove or increase the size of the target. Use a balloon or lightweight ball. Complete one challenge at a time rather than giving all pentathlon challenges at the start of the activity. Some challenges can be easily modified to match students' ability and comfort.
- ✓ **Extension:** Prompt students to create their own pentathlon challenges.

### ACADEMIC LANGUAGE

Spike, Mature, Data, Effort, Feedback, Communication Skills

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is accurate data?
- ✓ **DOK 2:** What do you know about how data can be used?
- ✓ **DOK 3:** Using the performance data that you and your partner collected, what's your interpretation of your overall performance? Provide details and evidence.
- ✓ **DOK 4:** Develop a performance plan that you and your partner can use to improve your next Spiking Pentathlon.

### TEACHING STRATEGY FOCUS

**Manage response rates with tiered questioning techniques:** Utilize the DOK Debrief Questions for a purposeful discussion with ascending cognitive complexity. This helps students deepen their understanding of critical concepts while contextualizing the information in a meaningful and relevant way.

## MAKE 'EM MOVE

### STUDENT TARGETS

- ✓ **Skill:** I will select spike placement in order to make the defender move to make a catch.
- ✓ **Cognitive:** I will be able to discuss how force and timing impact spike placement.
- ✓ **Fitness:** I will remain actively engaged throughout all activities.
- ✓ **Personal & Social Responsibility:** I will act appropriately and with proper Roundnet etiquette.

### TEACHING CUES

- ✓ Toss Serve, 1 Pass, Spike
- ✓ Hit to Space (Not to Defense)

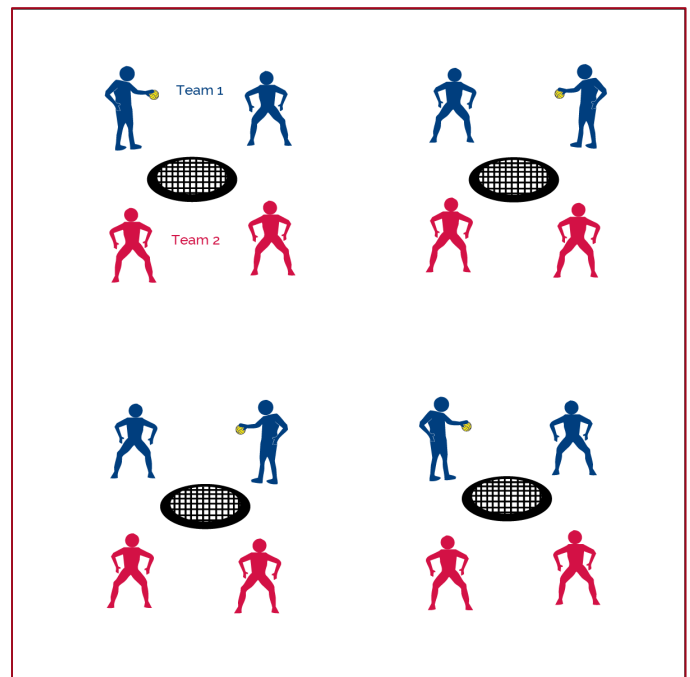
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net & 1 ball per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and send 2 pairs (4 players) to each net.



#### Activity Procedures:

1. Today's activity is a 2v2 game called Make 'em Move. The object of the game is to spike the ball into open space and make the defenders move to catch it.
2. Play starts off a tossed served from the defense. The offense gets 1 pass and then must spike the ball to the defenders.
3. If the defense has to move their feet in order to make a catch, the offense scores a point. If the defense catches the ball without moving their feet, the defense scores a point.
4. Offensive players change roles each serve (i.e., passer to spiker). Change offense and defense after every 5 serves.

#### Grade Level Progression:

- 6<sup>th</sup>: Spikes are made to right or left of defender.
- 7<sup>th</sup>: Spikes are made to open space, which could include the area closest to the net, right, or left of defender.
- 8<sup>th</sup>: Spikes are made to open space with varying degrees of force.

## MAKE 'EM MOVE

 UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ **Adaptation:** Use a balloon or lightweight ball. Remove the net from the activity.
- ✓ **Extension:** Add a second defender to the activity.

 ACADEMIC  
LANGUAGE

Placement, Offense, Defense, Force, Timing, Etiquette, Opponent

 STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
- ✓ **Standard 2 [M8.7-8]:** Selects offensive shot based on opponent's location (hit where opponent is not) (7); Varies placement, force and timing of return to prevent anticipation by opponent (8).
- ✓ **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).

 DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What is the definition of force? What is the definition of timing?
- ✓ **DOK 2:** How do force and timing affect spiking accuracy? Placement?
- ✓ **DOK 3:** How is accuracy related to placement?
- ✓ **DOK 4:** Let's design and conduct an experiment that can be used to help explain the relationship between force, timing, and accuracy.

 TEACHING  
STRATEGY  
FOCUS

**Review content:** As fundamental skill practice evolves into small-sided tactical practice, it's important to introduce strategic concepts while also taking time to review and reinforce the critical skill elements covered in previous lessons. This highlights the cumulative nature of the module content, the relationship between skill development and tactical gameplay, as well as the need for ongoing skill practice.

## ANTICIPATE & POSITION

### STUDENT TARGETS

- ✓ **Skill:** I will position myself to reduce offensive options during defensive challenges.
- ✓ **Cognitive:** I will define the terms anticipation and positioning as they relate to Roundnet.
- ✓ **Fitness:** I will remain actively engaged in all challenges.
- ✓ **Personal & Social Responsibility:** I will contribute to a positive activity environment.

### TEACHING CUES

- ✓ Anticipate (Analyze, Predict)
- ✓ Position (Stay Alert, Move to Position, Athletic Stance)

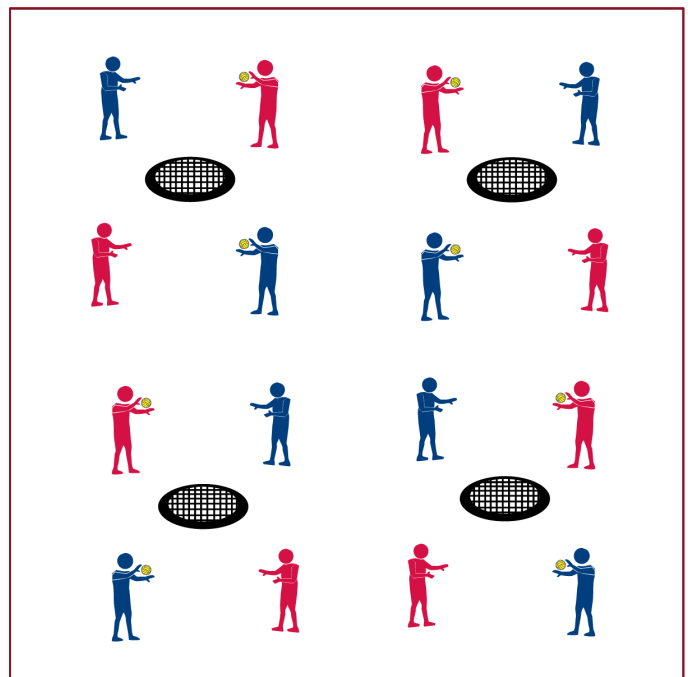
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net per group of 4 students
- ✓ 2 balls per group of 4 students
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 large cone
- ✓ 1 Defensive Challenge Card per group of 4 students
- ✓ 1 Defensive Cue Chart per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 2 Spikeball® at each net.
3. Display 1 Defensive Cue Chart at each net using a large cone and Task Tent.
4. Pair students and send 2 pairs (4 players) to each net.



#### Activity Procedures:

1. Today we're going to complete a series of defensive challenges to help us learn how to anticipate a spike and position ourselves to best defend against that spike.
2. Anticipating a spike means that you're reading and predicting where a spike will go before it's made by your opponent. Positioning is your response to that anticipation. You move to the spot where the spike can go and you're ready in athletic stance (demonstrate and practice critical elements).
3. On the start signal, you and your partner are going to work to complete the first set of challenges on the Challenge Card. On the stop signal, you'll reset and work with the other team at your net to complete the second set of challenges on the Challenge Card.
4. Focus your effort on anticipation and positioning.

#### Grade Level Progression:

- 6<sup>th</sup>: Complete partner challenges.
- 7<sup>th</sup>: Complete partner and team challenges.
- 8<sup>th</sup>: Complete all challenges and then play Roundnet for Rookies.

## ANTICIPATE & POSITION

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Use a balloon and provide a raised surface. Students focus on positioning their hands based on the trajectory of the spiked balloon.
- ✓ **Extension:** Add a “Professional” level requiring 30 successes for each challenge.

### ACADEMIC LANGUAGE

Analyze, Anticipation, Athletic Stance, Positioning, Predict, Offense, Defense, Return

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
- ✓ **Standard 2 [M8.6]:** Reduces offensive options for opponents by returning to mid-court position (6).
- ✓ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is the definition of anticipation? What is the definition of positioning?
- ✓ **DOK 2:** How does anticipation affect positioning?
- ✓ **DOK 3:** How are anticipation and positioning related to Roundnet defense?
- ✓ **DOK 4:** Work with your partner to identify areas of defensive weakness, then design a plan to improve those areas.

### TEACHING STRATEGY FOCUS

**Help students examine their reasoning:** Middle school students often find it difficult to self-identify areas of weakness. They associate weakness with failure rather than opportunities for growth. Asking students to examine their weaknesses and provide logical explanations for those deficiencies can help them develop a growth mindset focused on improvement rather than self-doubt/blame. This dialog must be done with patience and care, guiding students to critique the logic surrounding an outcome or challenge rather than focusing on an emotional response to a personal weakness.

## ROUNDNET 4 ROOKIES

### STUDENT TARGETS

- ✓ **Skill:** I will combine Roundnet striking and positioning skills with offensive and defensive tactics.
- ✓ **Cognitive:** I will discuss the importance of social interaction.
- ✓ **Fitness:** I will remain actively engaged in Roundnet games.
- ✓ **Personal & Social Responsibility:** I will demonstrate the importance of social interaction as it applies to Spirit of the Game.

### TEACHING CUES

- ✓ **Spirit of the Game:**  
Responsibility, Fair Play,  
Respect, and Joy of Play

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net & 1 ball per group of 4 students

#### Set-Up:

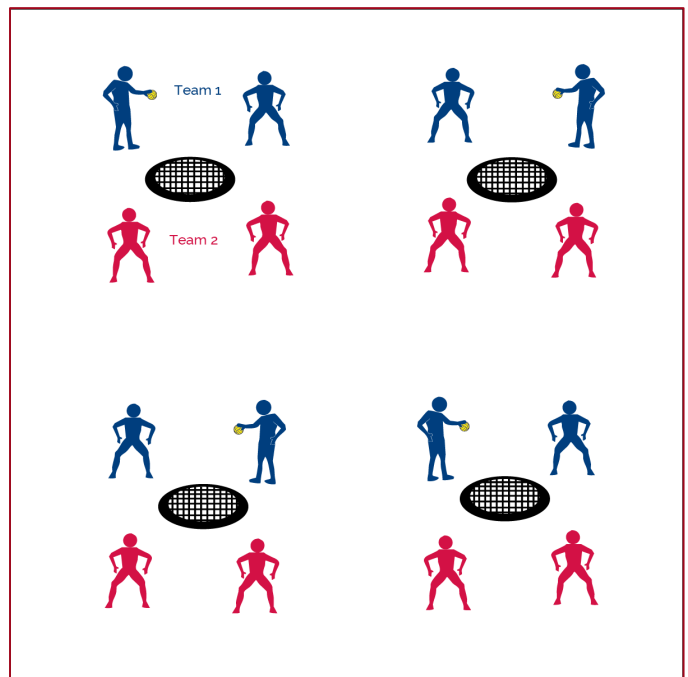
1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and send 2 pairs (4 players) to each net.

#### Activity Procedures:

1. It's time to play Roundnet for Rookies.
2. This is a full game of Roundnet, using a toss serve to begin the game.
3. Let's take a look at this quick video from Spikeball® to review how to play: <https://youtu.be/J8T5TlrHtzs>
4. Each game today will be timed for 5 minutes, and then we'll find new teams to play against.
5. Use rally scoring (points can be won by the serving or receiving team).
6. To serve, begin with a simple toss serve.
7. Each team has up to 3 hits to send the ball to the net for a change of possession. If the ball can't be returned with a clean bounce on the net, then a point is awarded to the opposing team. The team that wins the point gets the next serve. Alternate servers each time your team becomes the serving team.
8. If there are any questions about infractions or faults, it's an automatic redo.

#### Grade Level Progression:

- 6<sup>th</sup>: Play 5 minute games, matching teams with similar abilities.
- 7<sup>th</sup>: Play 3 minute games in King of the Court tournament format.
- 8<sup>th</sup>: Allow students to choose opponents. Play games to 21, win by 2. Switch sides when a team scores 11.



## ROUNDNET 4 ROOKIES

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Play the game using a balloon and small desk as the spiking surface. Spiker must hit the ball in the direction of 1 of the 2 opponents.
- ✓ **Extension:** Progress to Roundnet 4 Pros.

### ACADEMIC LANGUAGE

Combine, Positioning, Tactic, Self-Officiating, Serve, Social Interaction, Spirit of the Game, Strategy

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M15.6]:** Transfers weight with correct timing for the striking pattern (6).
- ✓ **Standard 2 [M8.6-8]:** Reduces offensive options for opponents by returning to mid-court position (6); Selects offensive shot based on opponent's location (hit where opponent is not) (7); Varies placement, force, and timing of return to prevent anticipation by opponent (8).
- ✓ **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities. (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you recognize a positive social interaction?
- ✓ **DOK 2:** How can different social interactions affect a game of Roundnet?
- ✓ **DOK 3:** Can you predict your emotional reaction to a game of Roundnet that involves a positive social interaction? A negative social interaction?
- ✓ **DOK 4:** Let's develop a plan for keeping class social interactions positive.

### TEACHING STRATEGY FOCUS

**Help students engage in cognitively complex tasks:** Roundnet 4 Rookies maybe students' first experience playing a game of Roundnet. It's a dynamic but slightly modified activity using the combined skill and tactical elements introduced throughout all previous activities. It's important to supervise and assess short bursts of student gameplay, looking for areas needing improvement while avoiding excessive frustration. Then allow students to revisit practice tasks and continue building capacity for extended and more competitive game play.

## TEAM TACTICS

### STUDENT TARGETS

- ✓ **Skill:** I will select spike type and placement based on the location of the defense.
- ✓ **Cognitive:** I will discuss how placement, force, and timing impact the effectiveness of spikes.
- ✓ **Fitness:** I will review the components of fitness impacted by participation in Roundnet.
- ✓ **Personal & Social Responsibility:** I will respond appropriately to various social situations that arise in cooperative activity settings.

### TEACHING CUES

- ✓ Stay Alert
- ✓ Cooperate with Clear Communication
- ✓ Finish the Play

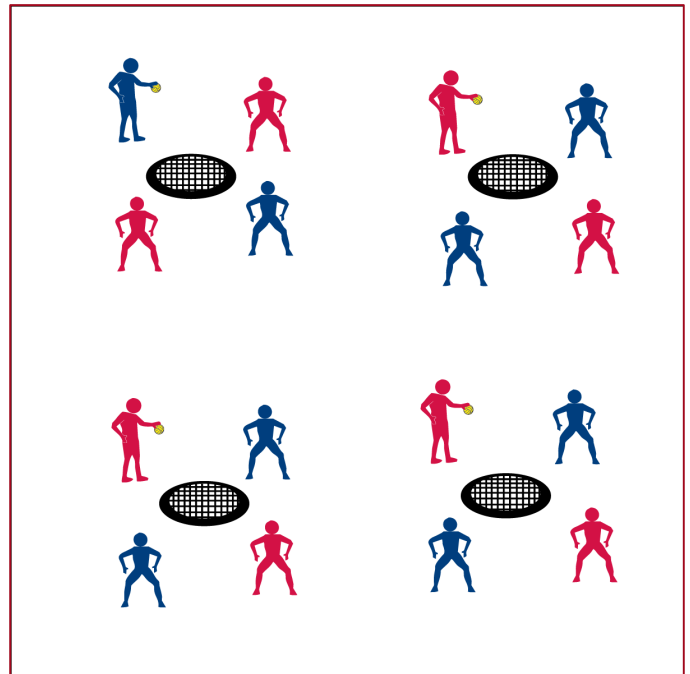
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net & 1 ball per group of 4 students
- ✓ 1 large cone
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 Tactical Team Challenge Card per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in a large activity area with plenty of room for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Display the Tactical Team Challenge Cards with a Task Tent and a large cone.
4. Pair students and send 2 pairs (4 players) to each net.



#### Activity Procedures:

1. Today is a Team Tactics practice day. You and your partner will work with another team to master a series of tactical team challenges.
2. The focus of the practice will be passing accuracy, spiking accuracy, and shot selection.
3. On the start signal, your group will work to complete the tasks on the Challenge Card.
4. On the stop signal, switch partners to mix up your group and work to complete the challenges again.

#### Grade Level Progression:

- 6<sup>th</sup>: Focus on refining skills at challenge levels 1-3.
- 7<sup>th</sup>: Extend the activity with levels 4-6.
- 8<sup>th</sup>: Allow students to create their own Team Challenge Cards.

## TEAM TACTICS

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Focus this activity on challenge level 1 using a balloon or lightweight ball.
- ✓ **Extension:** Add a “Professional” level requiring 30 successes for each challenge.

### ACADEMIC LANGUAGE

Tactic, Positioning, Placement, Force, Timing, Effective, Cooperation

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 2 [M8.7-8]:** Selects offensive shot based on opponent’s location (hit where opponent is not) (7); Varies placement, force, and timing of return to prevent anticipation by opponent (8).
- ✓ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list that would describe an accurate spike?
- ✓ **DOK 2:** How does placement, force, and timing impact the effectiveness of a spike?
- ✓ **DOK 3:** How would you describe the sequence of performing a perfect spike?
- ✓ **DOK 4:** Create a spiking performance that demonstrates the successful use of placement, force, and timing. Be prepared to replicate that performance.

### TEACHING STRATEGY FOCUS

**Help students revise knowledge:** Students revise knowledge and refine skills by correcting performance errors and cognitive misconceptions. Team Tactics performance challenges are designed provide purposeful practice opportunities in between authentic game play experiences. This helps students to see themselves as active learners who can improve through practice.

## ROUNDNET 4 PROS

MIDDLE (6-8)

### STUDENT TARGETS

- ✓ **Skill:** I will perform a strike serve to begin each rally.
- ✓ **Cognitive:** I will discuss the importance of applying the rules and etiquette of game play.
- ✓ **Fitness:** I will remain actively engaged in Roundnet games.
- ✓ **Personal & Social Responsibility:** I will demonstrate the importance of applying rules and etiquette of game play.

### TEACHING CUES

- ✓ **Spirit of the Game:**  
Responsibility, Fair Play,  
Respect, and Joy of Play

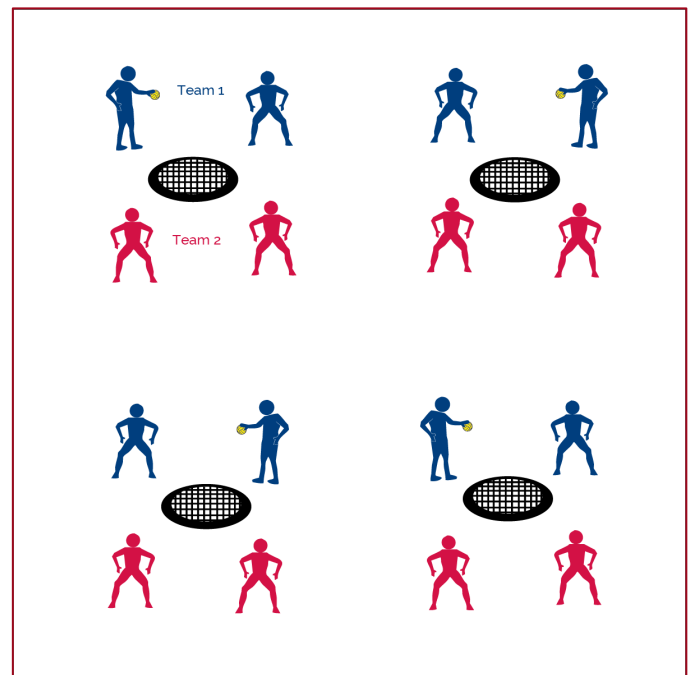
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net & 1 ball per group of 4 students

#### Set-Up:

1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and send 2 pairs (4 players) to each net.



#### Activity Procedures:

1. It's time to play Roundnet for Pros. We'll play Roundnet with a full spike serve to begin the game.
2. Each game today will be timed for 5 minutes, then we'll find new teams to play against. Use rally scoring (points can be won by the serving or receiving team). To serve, begin with full spike serve.
3. Each team has up to 3 hits to send the ball to the net for a change of possession. If the ball can't be returned with a clean bounce on net, then a point is awarded to the opposing team. The team that wins the point, gets the next serve. Alternate servers each time your team becomes the new serving team.
4. If there are any questions about infractions or faults, it's an automatic redo.
5. Work during the game to focus on teamwork and communication.
  - a. Call "mine" when moving to play a spiked ball.
  - b. Use verbal cues to help your teammate know where you are on the court.
  - c. Congratulate ALL players after a good play or rally.

#### Grade Level Progression:

- 6<sup>th</sup>: Play 5 minute games, matching teams with similar abilities.
- 7<sup>th</sup>: Play 3 minute games in King of the Court tournament format.
- 8<sup>th</sup>: Allow students to choose opponent. Play games to 21, win by 2. Switch sides when a team scores 11.

## ROUNDNET 4 PROS

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Play the game using a balloon and small desk as the spiking surface. Spiker must hit the ball in the direction of 1 of the 2 opponents.
- ✓ **Extension:** Students must make at least 1 pass per rally using a body part other than the hand

### ACADEMIC LANGUAGE

Rally, Serve, Etiquette, Spirit of the Game

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M13.6-8]:** Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis (6); Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis (7); Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis (8).
- ✓ **Standard 2 [M8.6-8]:** Reduces offensive options for opponents by returning to mid-court position (6); Selects offensive shot based on opponent's location (hit where opponent is not) (7); Varies placement, force and timing of return to prevent anticipation by opponent (8).
- ✓ **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** What does etiquette mean?
- ✓ **DOK 2:** What do you know about the etiquette of Roundnet?
- ✓ **DOK 3:** Why are rules and etiquette important for successful Roundnet game play?
- ✓ **DOK 4:** Develop a class plan for upholding both rules and etiquette.
- ✓ **DOK 1:** What is the Spirit of the Game?
- ✓ **DOK 2:** How is the Spirit of the Game applied in Roundnet?

### TEACHING STRATEGY FOCUS

**Help students process content:** Roundnet 4 Pros provides an authentic game experience with an emphasis on competent skill application. This format also allows students an opportunity to see why, when, and how the skills and concepts they've learned apply to and impact a performance. This step in the progression requires teachers to be fully engaged in observing performances for teachable moments in which meaningful dialog can enhance and experience and therefore promote learning.

## TOURNAMENT OPTIONS

### STUDENT TARGETS

- ✓ **Skill:** I will combine Roundnet striking and athletic positioning skills with offensive and defensive tactics.
- ✓ **Cognitive:** I will demonstrate the importance of applying rules and etiquette of game play.
- ✓ **Fitness:** I will remain actively engaged in Roundnet games.
- ✓ **Personal & Social Responsibility:** I will accept and respect differences among my classmates of varying skill levels.

### TEACHING CUES

- ✓ Self-Officiating (Play by the Rules, Score Honestly, Respect All Players)
- ✓ Redo ALL Questionable Calls

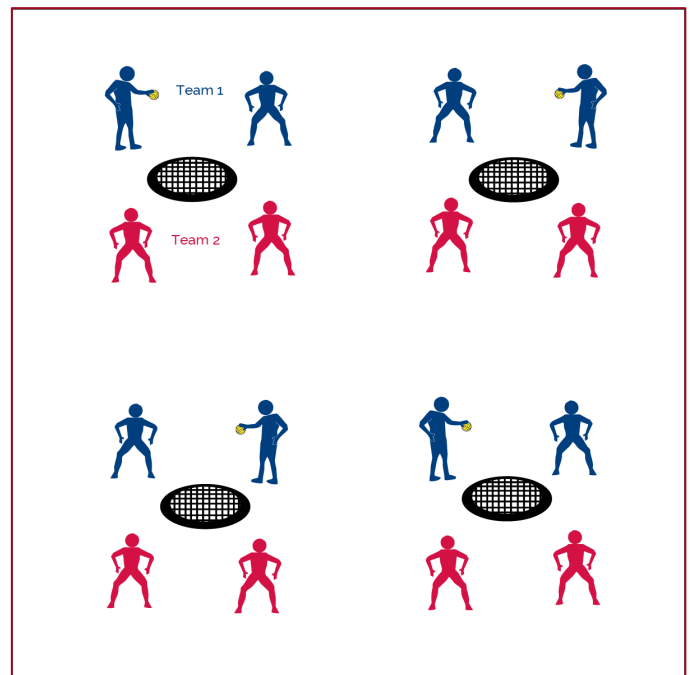
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 Spikeball® net and ball per group of 4

#### Set-Up:

1. Set Spikeball® nets up in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and 2 pairs (4 players) to each net.
4. Create a tournament format and schedule for teams to follow for a set number of lessons.



#### Activity Procedures:

1. Now that we have Roundnet skills and strategy, it's time to play in our Annual Roundnet Tournament!
2. Teachers, we recommend 3 different approaches to setting up a Roundnet tournament in your class. (*Download our Tournament Tool Kit for more information and helpful resources.*)
  - a. **All-In Round Robin Format:** This format gives all students a chance to play an equal number of games with final rankings based on overall records. It's okay to have a tie for first place.
  - b. **A Varsity & JV Round Robin Format:** Teams are set and ranked based on skill level. The class is then divided in half with the highest skilled playing in the Varsity Tournament and the lowest skilled playing in the JV Tournament. Again, all students play an equal number of games and each tournament is given its own final ranking.
  - c. **King of the Court Format:** This format can be used for 1-day tournaments as well as for ranking teams for a more formal Round Robin Tournament. Set up a King of the Court Tournament by numbering off all Spikeball® nets—1, 2, 3, 4.... Games are played for a set amount of time. Winners move one court closer to the #1 court, while non-winners move one court closer to the last # court. All teams should move, except the winners of the #1 court and the non-winners of last court.
    - i. To use this format for ranking teams, record where teams finished at the end of class. This will be used to divide the class into two groups for the tournament. The top half of class will be in the Varsity Tournament, and the bottom half of class will be in the JV Tournament.

## TOURNAMENT OPTIONS

### UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Provide an experienced player or adult at each game to assist with rules, etiquette, skills, and strategy. Modify the game as needed based on successful modifications used in previous activities.
- ✓ **Extension:** Explore additional tournament formats such as elimination style formats for advanced players with mature sportsmanship.

Combine, Tactics, Etiquette, Spirit of the Game, Tournament

### ACADEMIC LANGUAGE

### STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard Standard 1 [M13.6-8]:** Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).
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- ✓ **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).
- ✓ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

### DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you recognize proper etiquette?
- ✓ **DOK 2:** With respect to etiquette, what have you noticed about the Roundnet games that we've played in class?
- ✓ **DOK 3:** What is your interpretation of Spirit of the Game? Can you support your interpretation with specific examples from previous game play?

### TEACHING STRATEGY FOCUS

**Organize students to interact with content:** The nature of physical education requires kinesthetic experiences for skill building and conceptual understanding. Balancing the competitive nature of authentic gameplay with the need for positive and successful experience can be difficult for teachers. It's important to organize students within tournament formats that match their skill levels and personal preferences. Allowing students to select from competitive and non-competitive formats can help provide the positive movement experience students need in order to develop an appreciation for and a desire to seek out physical activity for a lifetime.

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

### FOCUS TARGETS

- ✓ **Skill:** I will demonstrate below-chest & above-chest passes.
- ✓ **Cognitive:** I will identify the components of skill-related fitness required for successful participation in Roundnet.
- ✓ **Fitness:** I will actively engage in all practice tasks in order to improve my skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will listen to feedback and use suggestions to improve my Roundnet skills.

### ACADEMIC LANGUAGE

- ✓ Above-Chest Pass
- ✓ Below-Chest Pass
- ✓ Control
- ✓ Accuracy

### SELECTED ASSESSMENT

- ✓ Depth of Knowledge Exit Slip created with activity debrief questions

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<b>1</b> INSTANT ACTIVITY	Cones are set up for self-passing challenges. Spikeball® sets are to the side of the activity area. Students grouped in 4s and set up for self-passing challenges with enough personal space to complete Pick a Card warm-up activities. Pass Challenge Cards and Cue Charts are displayed in Task Tent for each group.	Pick A Card (OPEN Instant Activities)	Who will tell the class their favorite healthy food, along with what food group that food belongs to?
<b>2</b> LEARNING TASK	Using a projector, screen, and device with internet, show class Spikeball® Introduction Videos: - <a href="https://youtu.be/J8T5TlrHtzs">https://youtu.be/J8T5TlrHtzs</a> - <a href="https://youtu.be/UXPjH3uk0Bs">https://youtu.be/UXPjH3uk0Bs</a>  Demonstrate below- and above-chest passes. Highlight cues on cue charts.  Prompts students to complete Self-Passing Challenges.	Self-Passing Challenges	<b>DOK 1:</b> What are the components of skill-related fitness? <b>DOK 2:</b> Which components affect Roundnet performance? Why? (provide evidence)
<b>3</b> LEARNING TASK	Each group of 4 now picks up cones and replaces them with Spikeball® nets and balls. Nets are spaced with enough room for safe participation. Demonstrate basic bounce and catch. Prompt students to complete all Bounce & Catch Challenges.	Spikeball Bounce & Catch	<b>DOK 1:</b> Can you name & describe each bounce used in this activity? <b>DOK 2:</b> How does the angle at which the ball is thrown affect the way it bounces off off the net? <b>DOK 3:</b> How is a person's knowledge of each of these bounces related to their Roundnet performance?
<b>4</b> EXIT ASSESSMENT	Students help to reset the activity area for the next class and then complete the lesson exit slip prior to getting ready to leave class.  <i>Exit slip question:</i> Can you develop a self-passing practice plan to do outside of class in order to improve 1 or more component of skill-related fitness? List at least 2 activities/drills along with the component of fitness targeted.		

# ABOVE-CHEST PASS

(noun)

**A method of passing a ball that requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.**

---

Bethany's **above-chest pass** was perfect because she was in athletic stance and had proper hand placement.



# ACCURACY

(noun)

**The quality of being correct, precise,  
or on target.**

Amy displayed excellent **accuracy** in today's practice because all of her passes were on target.



# AGILITY

(noun)

**The ability to change body position and direction quickly and efficiently.**

Even though it went in the other direction, Robert was able to dart over and return Annalise's serve because of his **agility**.



# ANALYZE

(verb)

**To examine a situation or thing in order to gather important information about it.**

---

Liam **analyzed** Finn's movements, which helped him anticipate exactly where the spike was going to go.



# ANTICIPATION

(noun)

**The act of analyzing a situation and using that information to predict what will happen next.**

---

Eva's **anticipation** of what was going to happen next allowed her to save Mia's spike easily.



# APPROPRIATE

(adjective)

**Correct or right for a given situation or setting.**

Because he used **appropriate** force, Shawn's toss was very accurate.



# ATHLETIC STANCE

(noun)

**A body position in which the feet are far apart, the knees are bent, and the hands are up and out. This allows an athlete to react to anything that happens next.**

---

If you stand in **athletic stance**, you'll be ready to react to any move your opponent makes.



# BALANCE

(noun)

**An even distribution of weight which allows someone or something to stay upright and steady.**

---

Mason maintained his **balance** and never fell down, even though he had to dart to save Charlotte's spike.



# BELOW-CHEST PASS

(noun)

**A method of passing a ball that requires hand placement at waist level, palms out, and fingers away from the body.**

Maria's proper hand placement helped her **below-chest pass** go right to Ethan.



# BODY COMPOSITION

(noun)

**The high ratio of lean tissue to fat tissue in the body.**

One way in which Max attempted to improve his **body composition** was to exercise regularly and eat well.



# CARDIORESPIRATORY ENDURANCE

(noun)

**The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.**

---

Our Roundnet training helps to improve our **cardiorespiratory endurance** because it raises our heart rate and intensifies our breathing.



# COMBINE

(verb)

**To unite; join together.**

---

Julia's team did a good job of **combining** their Roundnet skills with offensive and defensive tactics, so they won the game.



# COMMUNICATION SKILLS

(noun)

**The ability to exchange information with another person effectively and efficiently.**

---

Jim showed good **communication skills** by clearly discussing a play with his teammate.



# CONSISTENTLY

(adverb)

**When something is done the same way for an extended period of time.**

---

Beth **consistently** made legal serves to the other team.



# CONTROL

(verb)

**To manage or regulate the movement or actions of something.**

---

Collin **controlled** the ball well when he passed it accurately to his partner.



# COOPERATION

(noun)

**The process of working together for a common goal or outcome.**

---

Keeping our phys. ed. equipment in good condition takes **cooperation**. We all have to work together to use things the way they were meant to be used and to put them back where they belong when class is over.



# COORDINATION

(noun)

**The ability to synchronize, or combine at the same time, movements of several parts of the body.**

---

Roundnet training helps to improve your **coordination** because you have to practice moving around while attempting to strike the ball.



# DATA

(noun)

**Pieces of factual information, such as measurements or statistics.**

Because Diana recorded her **data** accurately, she had a clear picture of how well she performed during the activity.



# DEFENSE

(noun)

**The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.**

Ali and AJ were so strong when playing **defense** that they didn't allow Bart and Kevin to score on them once.



# DEMONSTRATE

(verb)

**To show or perform an action for others to see.**

---

Olivia became so good at above-chest passes that Mr. Brown asked her to **demonstrate** them for the class.



# EFFECTIVE

(adjective)

**Producing a desired effect.**

---

Because Tim had good placement, force, and timing, his spike was very **effective**.



# EFFORT

(noun)

**The amount of determination or exertion used to accomplish a goal.**

---

If you put a lot of **effort** into practicing your spikes, you will definitely improve.



# ENCOURAGEMENT

(noun)

**Support, confidence, or hope offered by someone or some event.**

John showed **encouragement** toward his partner by telling him “good job” after a successful play.



# ETIQUETTE

(noun)

**The set of customary or acceptable behaviors among members of a group or in a specific setting.**

---

Justine did a good job of showing proper **etiquette** for the sport by staying quiet during the serve.



# FEEDBACK

(noun)

**Information provided in reaction to a performance, action, or piece of work.**

---

Anthony gave corrective **feedback** to his partner by telling him how he could improve his serve.



# FLEXIBILITY

(verb)

**The ability to bend and move the joints through the full range of motion.**

**Flexibility** is important during Roundnet training because it allows you to stretch, twist, and reach without getting injured.



# FORCE

(noun)

**Strength or power used on an object.**

---

Adam used a lot of **force** on the ball, which made it go very high in the air after bouncing off the net.



# HEALTH-RELATED FITNESS

(noun)

**A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of health-related fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.**

---

Finding a variety of physical activities that you like is a good way to improve and maintain all five components of **health-related fitness**.



# IMPROVE

(verb)

**To achieve a higher standard or quality; to make or become better.**

---

Amanda practiced spiking so much that she **improved** greatly.



# MATURE

(adjective)

**Fully developed.**

---

Luke performed a perfect serve with **mature** form.



# MUSCULAR ENDURANCE

(noun)

**The ability of a muscle to continue to perform without fatigue.**

---

Without **muscular endurance**, you might get too tired to keep moving around the court for the entire game.



# MUSCULAR STRENGTH

(noun)

**The maximum amount of force a muscle can produce in a single effort.**

---

If you build **muscular strength**, you will be able to spike the ball more powerfully.



# OFFENSE

(noun)

**The team or players in a game or sport who are attempting to score or move the ball forward.**

---

The **offense** was able to pass the ball and score against the other team's defense.



# OPPONENT

(noun)

**Someone who competes against another in a contest.**

---

The final round has two very strong **opponents** going against each other.



# PENTATHLON

(noun)

**An athletic contest in which each contestant participates in 5 different events.**

---

The Passing **Pentathlon** involves 5 fun challenges.



# PLACEMENT

(noun)

**Location.**

---

The **placement** of the spike forced the defender to move quickly and reach to save it.



# PLAN OF ACTION

(noun)

**A complete set of steps to be taken in order to achieve a goal.**

June worked with her partner to create a **plan of action** that described how they would improve.



# POSITIONING

(noun)

**The location and bodily arrangement of an athlete in anticipation of a strategic move.**

Because Everett did a good job of anticipating his opponent's move, his **positioning** was excellent and he was able to save the spike.



# POSITIVE ENVIRONMENT

(noun)

**An environment in which people respect, encourage, and support one another at all times.**

---

It's important that we work together to create a **positive environment** in phys. ed. class so that everyone can have fun and improve.



# POWER

(noun)

**The ability to produce maximum force in the shortest time.**

If you use a lot of **power** to spike the ball, it will be harder for your opponents to save it.



# PRACTICE

(verb)

**To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.**

Because Emma and Joanie **practiced** all the Roundnet training activities, their skills improved drastically.



# PREDICT

(verb)

**To guess what will happen in the future.**

---

Watching Adam's movements helped Luke to **predict** what Adam was going to do next.



# RALLY

(noun)

**The act of hitting of a ball back and forth between players before a point is scored.**

Kaitlynn and Andrew built a **rally** with consecutive Roundnet passes and spikes.



# REACTION TIME

(noun)

**The time it takes to respond to what a person can hear, see, or feel.**

---

The faster your **reaction time**, the more successful you will be in saving a spike.



# RETURN

(verb)

**To send something back to a person or place.**

---

Bryan dove to **return** the ball after his opponent hit it into open space.



# SAFETY

(noun)

**The condition of being protected against physical, social, and emotional harm.**

During physical education class, John follows all rules related to **safety** in order to protect himself and his classmates from injury.



# SELF-OFFICIATING

(verb)

To play by the rules and score by being honest and doing so as oneself or a group. A referee is not needed.

There were multiple games going on at once, so each team was responsible for **self-officiating**.



# SERVE

(noun)

**The act of hitting or sending a ball into play to start game play.**

Mary demonstrated an excellent **serve** to the other team to get the game started.



# SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of skill-related fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

Improving **skill-related fitness** can help Kara become a better player and athlete.



# SOCIAL INTERACTION

(noun)

**The way that people relate and respond to each other when in pairs or groups.**

---

**Social interaction** is an important part of building a positive environment.



# SPEED

(noun)

**The ability to propel the body or a part of the body rapidly from one point to another.**

The **speed** of David's spike was so fast that Keith couldn't get to it in time.



# SPIKE

(verb)

**To hit a ball or other object with a powerful, overarm motion so that it travels down into the area your opponents are defending.**

---

Bri **spiked** the ball and scored a point for her team.



# SPIRIT OF THE GAME

(noun)

**An overarching concept which places responsibility for fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.**

---

There are no referees needed in Roundnet or Ultimate Frisbee because players depend on the **spirit of the game** to ensure fair play and fun for everyone.



# STRATEGY

(noun)

**A plan of action for achieving a goal.**

---

Jess and Sarah used a good **strategy** that allowed them to score multiple times.



# STRIKE

(verb)

**Hit forcibly and deliberately.**

---

Ben had a strong and accurate **strike** on the ball which made it difficult for the other team to return.



# TACTIC

(noun)

**An action or strategy that helps in achieving a specific goal.**

You need both offensive and defensive **tactics** in order to win a game.



# TIMING

(noun)

**The ability to choose the best moment for some action or movement to occur.**

The team was successful because they had good **timing**. They were in position and were able to get to the ball.



# TOURNAMENT

(noun)

**A sporting competition in which contestants play a series of games to determine an overall winner.**

---

Because they had great communication and teamwork, Aiden's team was able to win the **tournament**.



# TRANSFER WEIGHT

(verb)

**A shift of weight from one part of the body to another.**

When he was serving the ball, you could see how Allen would **transfer weight** from one position to another.



**SELF PASSING CHALLENGE CARD**

Keep the ball in the air for as long as you can.  
How many successful self-passes can you make?

**Junior Varsity (JV) = 10 in a Row**

**Varsity = 20 in a Row**

<b>Level 1</b>	<b>Use Below-Chest Pass Only</b> (Stationary)
<b>Level 2</b>	<b>Use Above-Chest Pass Only</b> (Stationary)
<b>Level 3</b>	<b>Use a combination of Above- &amp; Below-Chest Passes</b> (Stationary)
<b>Level 4</b>	<b>Alternate Left/Right Below-Chest Passes Only</b> (Stationary)
<b>Level 5</b>	<b>Use Below-Chest Passes</b> (Walk Around the Cones)
<b>Level 6</b>	<b>Use Below-Chest Passes</b> (Jog Around the Cones)

**PASSING CUE CHART**

**Critical Elements & Cues For...**

**Below-Chest Pass**

**1) Athletic Stance**

- ✓ Feet & Knees Ready
- ✓ Hands Ready
- ✓ Eyes Ready

**2) Hand Placement**

- ✓ Waist Level
- ✓ Palms Up & Out
- ✓ Fingers Away

**3) Palm Strike**

- ✓ Palm Flat
- ✓ Contact Between Heel & Fingers

**Above-Chest Pass**

**1) Athletic Stance**

- ✓ Feet & Knees Ready
- ✓ Hands Ready
- ✓ Eyes Ready

**2) Hand Placement**

- ✓ Shoulder Level
- ✓ Palms Out
- ✓ Fingers in Toward Head

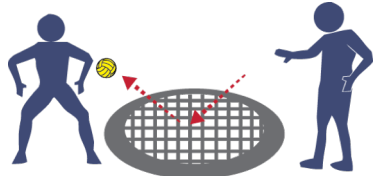
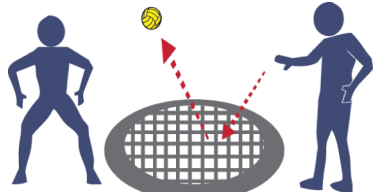
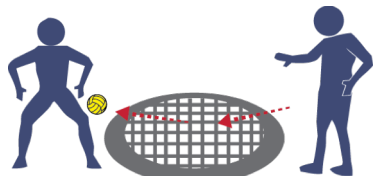
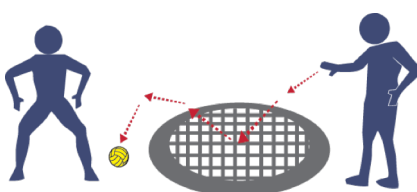
**3) Palm Strike**

- ✓ Palm Flat
- ✓ Contact Between Heel & Fingers

**BOUNCE & CATCH CHALLENGE CARD**

**Complete 10 successful bounces and then advance to the next level.**

If you complete all 4 levels before time is up,  
start again at level 1 and complete 15 successful bounces per level.

<b>Level 1 Basic Bounce</b>	<b>Bounce the ball back and forth directly to your partner.</b>	
<b>Level 2 High Bounce</b>	<b>Bounce the ball with enough force and the correct trajectory to bounce the ball high off of the net.</b>	
<b>Level 3 Low Bounce</b>	<b>Change the trajectory of the bounce so that the ball comes back low off of the net.</b>	
<b>Level 4 Drop Bounce</b>	<b>Change the force and trajectory of the bounce so the ball stays low and drops to the floor near the net.</b>	



**PARTNER PASSING CHALLENGE CARD**

**With a partner, keep the ball in the air for as long as you can.  
How many successful passes can you make?**

**Junior Varsity (JV) = 10 in a Row**

**Varsity = 20 in a Row**

<b>Level 1</b>	<b>Use either pass. Make consecutive passes with your partner.</b>
<b>Level 2</b>	<b>Use either pass. Make 1 self-pass and then pass to your partner.</b>
<b>Level 3</b>	<b>One partner hits an above-chest pass, the other hits a below-chest pass.</b>
<b>Level 4</b>	<b>Repeat level 3, but switch roles.</b>
<b>Level 5</b>	<b>Make the all-star team. Complete 30 in a row at each level.</b>

**PASSING PENTATHLON SKILL CARD**

Partner 1: \_\_\_\_\_

Partner 2: \_\_\_\_\_

- ✓ Record the number of attempts you and your partner need to complete each challenge successfully.
- ✓ If you're unable to complete a challenge after 4 attempts, record a 5+.
- ✓ The first time you complete this card, use the space in the upper part of each scoring box. The second time, use the lower space.

		Partner 1 Day 1 / Day 2	Partner 2 Day 1 / Day 2
<b>1</b>	10 consecutive below-chest passes.		
<b>2</b>	10 consecutive above-chest passes.		
<b>3</b>	2 full clockwise rotations around the hoop, making consecutive passes any style.		
<b>4</b>	2 full counter-clockwise rotations around the hoop, making consecutive passes including at least 1 above-chest pass per partner.		
<b>5</b>	Pass with your partner while you both move down to the cone and back.		
<b>Score Total</b>			

Rate your effort by circling 1, 2, or 3.

**Partner 1:**

1 = I didn't really try

2 = I could have tried harder

3 = I did my very best

**Partner 2:**

1 = I didn't really try

2 = I could have tried harder

3 = I did my very best

## SPIKING PENTATHLON SKILL CARD

Partner 1: \_\_\_\_\_

Partner 2: \_\_\_\_\_

- ✓ Record the number of attempts you and your partner need to complete each challenge consecutively without a fault. When a fault occurs, restart your count.
- ✓ If you're unable to complete a challenge after 3 attempts, record a 4+.
- ✓ The first time you complete this card, use the space in the upper part of each scoring box. The second time, use the lower space.
- ✓ Begin each attempt with a partner toss and self-pass. (*This is the method used in the activity Selfie Spikes.*)

Event		Partner 1 Day 1 / Day 2	Partner 2 Day 1 / Day 2
1	5 consecutive spikes off the net. (any direction)		
2	5 consecutive spikes off the net. (directly back at partner)		
3	5 consecutive spikes off the net. (to your partner's right)		
4	5 consecutive spikes off the net. (to your partner's left)		
5	5 consecutive spikes off the net. (non-dominant hand, any direction)		
Score Total			

Rate your effort by circling 1, 2, or 3.

**Partner 1:**

1 = I didn't really try

2 = I could have tried harder

3 = I did my very best

**Partner 2:**

1 = I didn't really try

2 = I could have tried harder

3 = I did my very best

## **SPIKING CUE CHART**

### **Critical Elements & Cues For...**

#### **Novice & Advanced Spikes**

❖ A Novice Spike is made at head-height. An Advanced Spike is made at waist-height.

##### **1)Power Stance**

- ✓ Sideways Stance
- ✓ Feet Shoulder Width
- ✓ Eyes on the Ball

##### **2)Core Rotation**

- ✓ Rotate Hips
- ✓ Spike Hand Up
- ✓ Palm Open
- ✓ Swing Down

##### **3)Palm Strike/Follow Through**

- ✓ Palm Flat
- ✓ Contact Between Heel & Fingers
- ✓ Follow Down & Through Contact

**DEFENSIVE CHALLENGE CARD**

**Alternate roles after each success.**

**Junior Varsity (JV) = 10 Successes**

**Varsity = 20 Successes**

<b>Level</b>	<b>With a Partner</b>	<b>With Another Team</b>
<b>1</b>	Partner 1 makes an easy toss off the net. Partner 2 catches it.	Team 1 makes an easy toss to Team 2. Team 2 uses 3 hits to try and score a point (i.e., pass, pass, spike).
<b>2</b>	Partner 1 makes an easy toss. Partner 2 makes a self-pass, then catches it.	Team 1 makes a toss serve. Team 2 uses 3 hits to try and score a point.
<b>3</b>	Partner 1 spikes the ball. Partner 2 catches it.	Team 1 makes a toss serve. Team 2 uses 3 hits to try and score a point. Team 1 catches the ball off the spike.
<b>4</b>	Partner 1 spikes the ball. Partner 2 makes a self-pass, then catches it.	Team 1 makes a toss serve. Team 2 tries to score a point. Team 1 uses 3 hits to return it.
<b>5</b>	Partner 1 spikes the ball. Partner 2 makes a pass back to Partner 1.	Congratulations! Play a game of Roundnet until you hear the stop signal.

**DEFENSIVE CUE CHART**

**Critical Elements of...**

**Anticipation**

**1. Analyze**

- ✓ Can my opponent spike it on the net right now?

**2. Predict**

- ✓ Where will the ball go if they can hit a spike?
- ✓ What type of shot can they hit?

**Positioning**

**1. Stay Alert**

- ✓ Watch the ball.
- ✓ Observe your opponent.

**2. Move to Position**

- ✓ Move to the spot where your opponent can hit the ball.

**3. Athletic Stance**

- ✓ Get balanced and ready in athletic stance as your opponent hits the ball.



**TACTICAL TEAM CHALLENGE CARD**

**Team 1 begins the challenge with an underhand toss to Team 2.  
Team 2 must then complete the tactical challenge.  
Change team roles after every 5 attempts.**

**Junior Varsity (JV) = 5 in a Row**

**Varsity = 10 in a Row**

<b>Level 1</b>	<b>Use 3 hits. Finish with a spike that can't be caught.</b>
<b>Level 2</b>	<b>Use 3 hits. Finish with a drop shot that lands within 1 foot of the net.</b>
<b>Level 3</b>	<b>Use 2 hits only. Finish with a spike that can't be caught.</b>
<b>Level 4</b>	<b>Use 3 hits with your non-dominant hand only. Finish with a spike that can't be caught.</b>
<b>Level 5</b>	<b>Team 1 tosses, Team 2 uses 3 hits to return a spike, then Team 1 completes 1 pass off of the spike.</b>

## HOLISTIC DUAL PERFORMANCE RUBRIC

MIDDLE (6-8)

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs pass and spiking skills with control, using critical cues. Executes each skill in dynamic game-play environments. Consistently strikes ball into open space, away from the defense. Likewise, anticipates on defense in order to gain an advantage through defensive positioning.	Conducts herself/himself safely and with consideration for others. Works to help others improve.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and spike with accuracy, and can competently participate in dynamic game-play environments. Understands and tries to apply game tactics on both offense and defense.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty participating in dynamic game-play environments.	Occasionally creates unsafe and/or disruptive situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
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18.			
19.			
20.			
21.			
22.			
23.			
24.			

**ACADEMIC LANGUAGE QUIZ**

**1**

**A method of passing that requires hand placement at shoulder level is a:**

- a. Chest Pass
- b. Above-Chest Pass
- c. Basic Pass
- d. Below-Chest Pass

**2**

**Proper body position for Roundnet is called:**

- a. Upright
- b. Athletic Ability
- c. Athletic Stance
- d. Get Ready

**3**

**Communication skills are important to what aspect of Roundnet?**

- a. Offense
- b. Defense
- c. Sportsmanship
- d. All of the Above

**4**

**Developing coordination is important for Roundnet. It is a component of...**

- a. Skill Development
- b. Health-Related Fitness
- c. Kinesthetic Learning
- d. Skill-Related Fitness

**5**

**The team trying to stop an opponent from scoring a point is called...**

- a. Defense
- b. Offense
- c. Defending Champion
- d. Underdogs

**6**

**The amount of determination or exertion used to accomplish a goal is called...**

- a. Sweat
- b. Effort
- c. Challenge
- d. Purpose

**7**

**Anticipation and Positioning are important aspects of...**

- a. Spiking
- b. Offense
- c. Defense
- d. Spirit of the Game

**8**

**Which answer does not contribute to a positive environment for playing Roundnet?**

- a. Respect
- b. Encouragement
- c. A Focus on Winning
- d. Support

Teaching Dates of Module:	School Year:
<b>General Comments / Notes for Planning Next Year's Module</b>	
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...	
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>	
<b>Domain 1: Planning &amp; Preparation</b>	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
<b>Domain 2: Classroom Environment</b>	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
<b>Domain 3: Instruction</b>	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
<b>Domain 4: Professional Responsibilities</b>	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
<b>Self-Rating with Rationale</b>	
Choose One: <b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>	
Provide rationale: <input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3	

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Roundnet activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

**Potential Universal Design Adaptations for Roundnet**

Equipment	Rules	Environment	Instruction
<b>Ball Adaptations</b> <ul style="list-style-type: none"> <li>✓ Balloon</li> <li>✓ Lightweight playground ball</li> <li>✓ High-bounce foam ball</li> <li>✓ Beach ball</li> <li>✓ Volleyball or volleyball trainer</li> </ul> <b>Net Adaptations</b> <ul style="list-style-type: none"> <li>✓ Make net larger</li> <li>✓ Use two nets</li> <li>✓ Remove the net</li> </ul>	<ul style="list-style-type: none"> <li>✓ Throw and catch instead of spikes and passes</li> <li>✓ Allow the ball to bounce on the floor 1 time before requiring the 1<sup>st</sup> pass</li> <li>✓ Play 1v1 with a 3<sup>rd</sup> player (skilled) as an all-time passer/setter</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play with a small ball on an elevated surface (e.g., a table)</li> <li>✓ Move the net into the corner of a room and allow the ball to bounce off the walls</li> <li>✓ Play in the sand (Just like the pros do!)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide ongoing verbal cues</li> <li>✓ Use a variety of demonstrations</li> <li>✓ Provide physical assistance</li> <li>✓ Provide a peer tutor/mentor</li> <li>✓ Use videos, graphics, and pictures as visual examples</li> <li>✓ Provide individualized (one-to-one) instruction.</li> </ul>