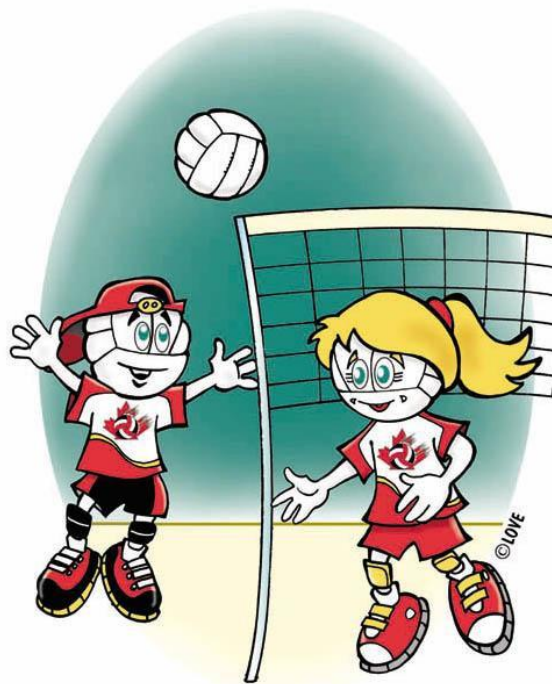


HANDLING A MINIVOLLEY BALL

LEARNING AND EVALUATION SITUATION
ELEMENTARY, CYCLE 2, YEAR 1

**PHYSICAL EDUCATION AND HEALTH
COMPETENCY:
TO PERFORM MOVEMENT SKILLS IN DIFFERENT
PHYSICAL ACTIVITY SETTINGS**



Produced by the Educational Services Department of
Commission scolaire des Samares



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TABLE OF CONTENTS

ESSENTIAL KNOWLEDGE DEVELOPED IN CONNECTION WITH THE PROGRESSION OF LEARNING	3
LES - HANDLING A MINIVOLLEY BALL GRADE 3	4
APPENDIX 1: Game “Ball Chase”	13
APPENDIX 2: Game “Hot Potato”	14
APPENDIX 3: Game “Ball Machine” and “Hand Soccer”	15
APPENDIX 4: Game “Fishing”	16
APPENDIX 5: Game “1 on 1”	17
APPENDIX 6: Student Evaluation Tool – Co-Evaluation Tool	18
Bibliography	20

ESSENTIAL KNOWLEDGE DEVELOPED IN CONNECTION WITH THE ELEMENTARY PROGRESSION OF LEARNING

TO PERFORM MOVEMENT SKILLS IN DIFFERENT PHYSICAL SETTINGS – MOTOR SKILLS

Locomotor skills

- Movements with or without obstacles
 - o Running, galloping, hopping, hop-foot jumping, long jumping
 - o Side-stepping, cross-stepping, twirling

Manipulation skills

- Handling objects
 - o Manipulating a variety of objects in different ways
- Throwing
 - o Underhand throwing of a variety of objects at a target
 - o Overhand throwing of a variety of objects at a target
 - o Throwing or hitting a variety of objects used in special activities
- Catching
 - o Catching a variety of objects with two hands
 - o Catching a variety of objects with one hand
 - o Catching an object with one foot in multiple ways

OVERVIEW OF THE LEARNING AND EVALUATION SITUATION HANDLING A MINIVOLLEY BALL

1st Pedagogical Unit Preparation	2nd Pedagogical Unit Production	3rd Pedagogical Unit Integration
Period 1	Periods 2 to 6	Periods 7 and 8
<p>Activation of prior knowledge</p> <p>Presentation to the students of the challenge and the constraints related to the activities</p> <p>Presentation of the requirements and constraints of the production</p> <p>Exploration of cultural references</p>	<p>Periods 2 to 5: Presentation of the various tasks and mobilization of the learning</p> <p>Presentation of different technical movements to be repeated</p> <p>Period 6: Preparation for evaluation</p>	<p>Evaluation of learning</p> <p>Presentation of all parts of the task to be evaluated and communicated to the parents</p> <p>–Student evaluation as per the suggested procedure</p> <p>Leading the synthesis of the learning</p> <ul style="list-style-type: none"> ▪ Explanation and presentation by the students of their strengths and weaknesses as well as what they have learned ▪ Presentation by the teacher of observations gathered from the Evaluation Grid ▪ Polling of the students on their participation and reinvestment of what they have learned in other tasks or physical activities

1st PEDAGOGICAL UNIT - PREPARATION

PERIOD 1 – OBJECTIVE: ACTIVATION OF STUDENTS' PRIOR KNOWLEDGE OF BASIC MANIPULATION DURATION: 54 MINUTES

ACTIVATION OF PRIOR KNOWLEDGE (20 minutes)

The teacher will question the students on their understanding and definition of manipulation. Next, the teacher will ask the students if anyone plays a sport that requires the manipulation of objects. The purpose of this is to lead the students to see that this is what they do when they play sports such as hockey, baseball and soccer. The teacher will then ask if anyone knows the sport of volleyball, minivolley in particular. The teacher will explain what manipulation means in the context of minivolley: throwing the ball at an opponent, catching the ball and throwing it into the opponent's side.

The teacher will then present the material used in minivolley. The students will be asked to describe each of the types of balls and handle them while trying to decide if their individual properties (shape, size, weight) influence how they are handled.

The teacher will then let the students experiment with each type of ball by having the students throwing the balls and letting them bounce off the wall. The teacher should then ask the following:

- Which of the balls stays in the air the longest?
- Which falls to the ground the fastest?
- Which is the easiest to hold?
- Which is the easiest to catch?

The teacher then will ask the students which ball they think is the easiest to use (throwing- catching- dribbling). The teacher will explain that depending on the degree of the movement and their abilities the students will choose the ball best suited for them to perform the exercises.

WARMUP (5 MINUTES)

Movement from front to back:

Students lie down at the start line. On the teacher's signal, students perform 5 push-up and 5 sit-ups, go to the line situated 9 meters away, touch the line and return to the start line as quickly as possible. Repeat 2 times.

ACTIVITY 1: BALL HANDLING (10 MINUTES)

Material: 1 ball per student (student's choice of ball)

- Roll the ball on the floor towards the front
- Roll the ball on the floor towards the back
- Roll the ball on the floor towards the side
- Roll the ball on the floor following the teacher's directions
- Dribble the ball towards the front (left hand to right hand)
- Dribble the ball towards the back (left hand to right hand)
- Dribble the ball to the side (dominant hand)

ACTIVITY 2: BALL CHASE - APPENDIX 1 (15 MINUTES)

2nd PEDAGOGICAL UNIT - PRODUCTION

WARMUP (5 MINUTES)

Relay race with ball between the legs (towards the front- towards the back) in teams of 5

PERIOD 2 – OBJECTIVE: STUDENTS SHOULD ACQUIRE AND THEN PUT INTO PRACTICE THE LEARNING RELATED TO BALL HANDLING

DURATION : 54 MINUTES

ACTIVITY 1: BALL HANDLING (20 MINUTES)

Material: 1 ball per student (student's choice of ball)

Throw - catch - throw

It is recommended to teach the catch- throw technique at this point since it is the basic minivolley move:

The “Catch – Throw” movement

- The movement must be fluid (nonstop).
- The movement must respect the sagittal plane (front or back) and stay within the span of the shoulders.
- Feet should not move or pivot once the ball is caught.
- The player should be able to see the target between his/ her arms once the pass is made.

After this, students do the following:

- Throw the ball into the air with 2 hands and catch it after letting it bounce once off the ground (different heights).
- Throw the ball into the air with 2 hands and catch it (different heights).
- Repeat the first two exercises using only 1 hand.
- Throw the ball into the air with 2 hands and catch it from different positions (sitting, kneeling, lying down).
- Throw the ball into the air with 2 hands and jump catch it.
- Throw the ball into the air with 2 hands and let it land on another part of the body (head, back, knee, foot, etc.).

Throwing - Spiking

- Throw the ball into the air with 2 hands and hit it with different parts of the body (forearm, hand, knee, etc.).
- Throw the ball into the air with 2 hands, let it bounce once, hit it with 1 arm and catch it.
- Throw the ball into the air with 2 hands, let it bounce once, hit it with 2 arms and catch it.

NB: At any time during the exercise and if there are enough balls, allow the students to experiment with various types of balls.

For Activity 2, plan on using 3 separate practice areas separated by badminton nets.

ACTIVITY 2: HOT POTATO - APPENDIX 2 (25 MINUTES)

PERIOD 3 – OBJECTIVE: STUDENTS SHOULD ACQUIRE AND THEN PUT INTO PRACTICE THE LEARNING RELATED TO BALL HANDLING

DURATION : 54 MINUTES

WARMUP (5 MINUTES)

Movements in various ways following the teacher's directions: forwards, backwards, sideways, hop-foot jumping, side-stepping, cross-stepping, etc.

ACTIVITY 1: BALL HANDLING (20 MINUTES)

Material: 1 ball per student (student's choice of ball)

- Facing the wall, throw the ball and catch it over the head, at waist level and at knee level.
- Facing the wall, throw the ball with 1 hand and catch it over the head, at waist level and at knee level.
- Facing the wall, throw the ball, let it bounce and hit the ball back at the wall using 1 arm.
- Facing the wall, throw the ball, let it bounce and hit it back at the wall using 2 arms.
- Facing the wall, throw the ball and hit it with 1 arm.
- Facing the wall, throw the ball and hit it with 2 arms.

At this point the teacher can explain that students have had the chance to experiment with a variety of techniques for catching, throwing and spiking the ball.

The teacher will ask the students the following: What do you think is the best way to:

- throw the ball with precision?
- catch the ball without dropping it?
- spike the ball in a controlled way? (control meaning spiking the ball in the body segments' direction)

ACTIVIY 2: BALL MACHINE – APPENDIX 3 (15 MINUTES)

ACTIVITÉ 3: HAND SOCCER – APPENDIX 3 (10 MINUTES)

PERIOD 4 – OBJECTIVE: THE STUDENTS SHOULD ACQUIRE AND THEN PUT INTO PRACTICE THE LEARNING RELATED TO BALL HANDLING AND EXPERIMENT WITH THE TECHNIQUE OF THE SET

DURATION: 54 MINUTES

WARMUP (5 MINUTES)

Pick up the balls:

Divide the group into two and place as many balls as possible throughout the gym. At the teacher's signal, as quickly as possible, the students should go pick up the balls and return them to their team's ball bin. The team who collects the most balls is the winner.

ACTIVITY 1: DISCOVERING THE SET (15 MINUTES)

Material: 1 ball per student (student's choice of ball)

The teacher challenges the students to do the following:

- Throw the ball high over your head and figure out a way to hit it above your forehead.

Note: At this point, the teacher should guide the students in reproducing a technical movement related to the set.

ACTIVITY 2: INITIATION TO THE SETTING TECHNIQUE (15 MINUTES)

Following Activity 1 the teacher should explain the setting technique.

The Set

- Feet spread shoulder width one slightly in front of the other with hips turned to the target
- Palms up and hands "cupped"
- Hands in front at forehead height (elbows higher than shoulders)
- Push off (transfer weight) using the back leg
- Arms and hands fully extended
- Head and body under the ball

After this, students do the following:

- Throw the ball high over their head and catch it at forehead height with their hands "cupped".
- Repeat the previous exercise except this time after catching the ball throw it up into the air.
- Throw the ball high over their head and project it higher (regular set).

For Activity 3, the teacher should prepare 3 playing areas separated by badminton nets.

ACTIVITY 3: FISHING – APPENDIX 4 (15 MINUTES)

PERIOD 5 – OBJECTIVE: THE STUDENTS SHOULD ACQUIRE AND THEN PUT INTO PRACTICE THE LEARNING RELATED TO BALL HANDLING AND EXPERIMENT WITH THE SETTING TECHNIQUE

DURATION: 54 MINUTES

WARMUP (5 MINUTES)

Cat and mouse:

The wolves are 2 by 2, holding each other by the arms and positioning themselves 3 meters apart to form a circle. One student is the mouse and another is the cat. The cat chases the mouse who tags a wolf so the pair of wolves becomes a trio connected by their arms. The one at the end becomes the mouse and the process starts again. If the cat tags the mouse, the mouse becomes the cat.

ACTIVITY 2: EXPERIMENTING WITH THE SETTING TECHNIQUE (15 MINUTES)

Material: 1 ball per student (student's choice of ball)

- Student One kneels with his / her arms extended at forehead height. Student Two places the ball over Student One's hands and lets it drop. Student One stays kneeling and must keep the ball in his / her hands. (Repeat 10 times.)
- Repetition of the same exercise but this time the kneeling student (Student One) hits the ball to his / her partner (Student Two). (Repeat 10 times.)
- Standing at a distance of 2 meters apart, Student One uses both hands to throw the ball underhanded to his / her partner. Student Two returns the ball using the setting technique. (Repeat 10 times.)

For Activity 2, the teacher should prepare 3 playing areas separated by badminton nets.

ACTIVITY 2: GAME 1 ON 1 - APPENDIX 5 (30 MINUTES)

PERIOD 6 – OBJECTIVE: PRESENTATION AND PREPARATION FOR EVALUATION

DURATION: 54 MINUTES

The teacher will explain to the students that now that they have experimented with certain learnings, it is time to evaluate where they are in developing their competency in performing movement skills. The next two periods will be dedicated to this. The teacher will then explain the various challenges and the significance of the colours related to each challenge

- Green challenge: Easy
- Yellow challenge: Difficult
- Red challenge: Ultimate

CHALLENGE 1: I MOVE (LOCOMOTION)

- Green challenge: Move back and forth over 9 m, performing 2 types of movement
- Yellow challenge: Move back and forth over 9 m, performing 3 types of movement
- Red challenge: Move back and forth over 9 m, performing 4 types of movement

CHALLENGE 2: I MOVE HANDLING THE BALL (LOCOMOTION-MANIPULATION)

- Green: Over 9 meters, I throw the ball into the air, let it bounce once and catch it while moving forwards.
- Yellow: Over 9 meters, I throw the ball into the air and catch it while moving forwards.
- Red: Over 9 meters, I throw the ball into the air, project it using a set and catch it while moving forwards.

CHALLENGE 3: I HANDLE THE BALL SOLO (MANIPULATION)

- Green: Solo with the ball, I throw it up into the air, project it using a set, let it bounce once on the ground and then catch it with 2 hands. Repeat 3 times.
- Yellow: Solo with the ball, I throw it up into the air, project it using a set and then catch it with 2 hands. Repeat 3 times.
- Red: Solo with the ball, I throw it up into the air, project it using a set and make 3 consecutive contacts with it.

CHALLENGE 4: I HANDLE THE BALL AT THE WALL (MANIPULATION)

→ **The student himself / herself chooses the distance from the wall.**

- Green: Solo with the ball, I throw it up over my head, project it towards the wall using a set, let it bounce once and catch it. Repeat 3 times.
- Yellow: Solo with the ball, I throw it up over my head, project it towards the wall using a set and catch it before it hits the ground. Repeat 3 times.
- Red: Solo with the ball, I throw it up over my head, project it towards the wall using a set 3 consecutive times.

CHALLENGE 5: I AIM FOR A TARGET (1M X 1M) (MANIPULATION)

→ **Evaluation criteria: Student hits the target 2 out of 3 times.**

- Green: I stand .5 meter from the wall, throw the ball up over my head and use a set to aim for a target. I have 3 attempts.
- Yellow: I stand 1 meter from the wall, throw the ball up over my head and use a set to aim for a target. I have 3 attempts.
- Red: I stand 2 meters from the wall, throw the ball up over my head and use the setting technique to aim for a target. I have 3 attempts.

After explaining the challenges, the teacher distributes the Student Evaluation Tool (APPENDIX 6) and how it will be used. The rest of the period should be used to allow the students to practice with the different challenges and to make their choices. At the end of this period, the teacher asks students to hand in their evaluation sheets which they should have filled in.

PERIODS 7 AND 8 (IF NECESSARY) – OBJECTIVE: EVALUATION

DURATION: 54 MINUTES TO 108 MINUTES

The teacher should give the students enough time to practice challenges. It is up to the teacher whether each student performs the 5 challenges in sequence or each challenge are performed in groups. The layout of the gym is up to the teacher (e.g. 1/2 of the gym is a play area and 1/2 of the gym is the evaluation area).

Refer to the Evaluation Grid found on the reverse side of the Student Evaluation Sheet.

3rd PEDAGOGICAL UNIT - INTEGRATION

The 3rd Pedagogical Unit is held immediately after the evaluation period and is reserved for student / teacher discussion of the evaluation tool.

Depending on the time available, the teacher is free to ask questions about each section of the Student Evaluation Tool or on specific sections depending on the answers given by the individual student or the team.

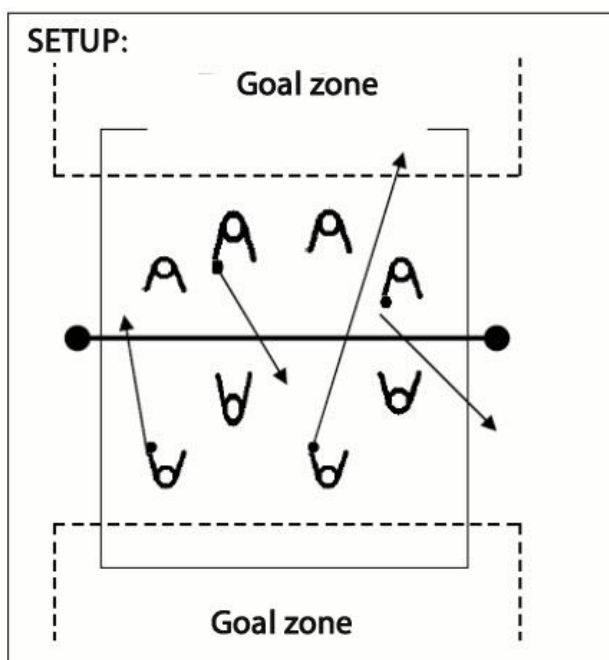
BALL CHASE ¹

OBJECTIVE:

To send more balls than the opposing team into the goal zone

RULES:

The student with the ball must roll it under the opposing team's net. Any student without a ball must use his/ her hands to block balls from the opposing team. Any ball in the goal zone cannot be thrown again.



SUCCESS CRITERIA:

Throw the ball from a starting position at knee height with legs apart.

Throw the ball into the opposing team's goal zone.

ALTERNATIVES:

Throw the ball over the net (with a minimum of one bounce on the opposing side).

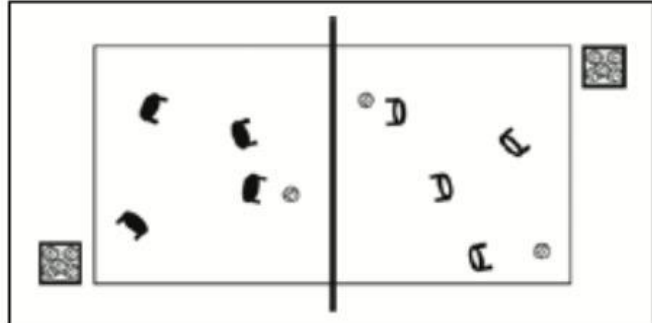
Space: Modify the distance between the net and the goal zone.

¹ Apprentissage du volleyball au primaire, Comité Départemental du Maine et Loire de Volley Ball.

HOT POTATO

SETUP:

2 teams with x number of players,
One ball per player per team
Approximately 90 seconds per game
Game space = space separated by net
Plan for multiple games.



OBJECTIVE:

End the game with fewer balls than the opposing team.

INSTRUCTIONS:

The balls are “hot potatoes and cannot stay in a players hands. Balls must be sent onto the other team’s side. When the teacher signals time, students must stop throwing and catching.

RULES:

Balls must be thrown or hit over the net.

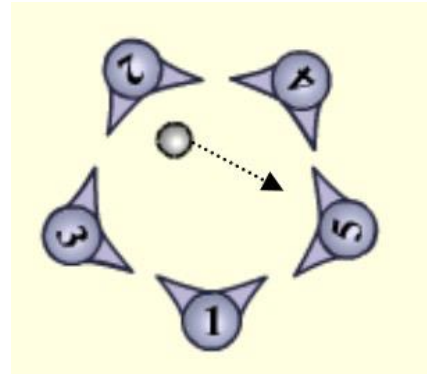
SUCCESS CRITERIA:

The team with the fewest balls on its side wins the game.

BALL MACHINE

Setup:

Form group of 5 and have students form a circle facing each other with their legs apart.



Objective:

One ball is thrown into the circle, and students must stop it from going between their legs. Students must hit the ball with their hands together. If the ball goes through the legs of a player, he / she must turn his back to the game. If the ball passes through his / her legs again, then he / she is eliminated.

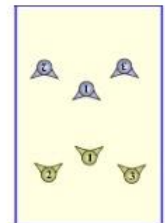
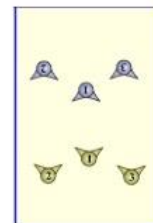
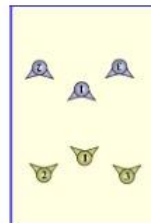
Rules:

Facing forwards or backwards, students must hit the ball with their hands together.

HAND SOCCER

Setup:

Separate the gym into three playing areas. Form 6 teams of 3 to 4 players.



Objective:

The rules are identical to those of soccer except instead of using their feet, students move the ball between their legs using both their hands. A goal is scored when the ball touches the wall in the opponents' goal zone. Goal markers or cones can be used to reduce the size of the goal zone.

Instructions:

Always align body segments towards the player whom the ball is intended.

FISHING ²

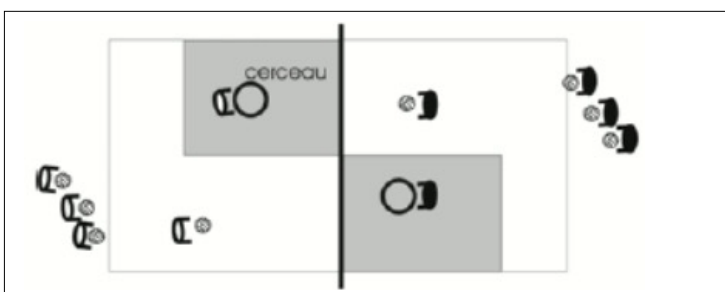
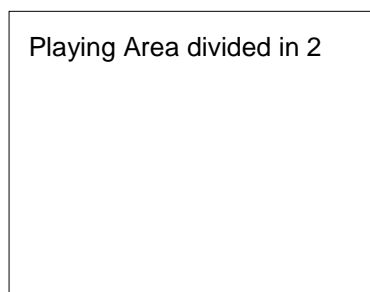
OBJECTIVES:

Orient his / her throws

Perceive space: reference the free spaces

Anticipate: read trajectories

SETUP:



OBJECTIVE:

Score more points than opposing team

INSTRUCTIONS:

For the offense: Throw the ball into ½ of the opposing team's playing area out of reach of the interceptor

For the defense: Intercept the ball using the hoop

ALTERNATIVES:

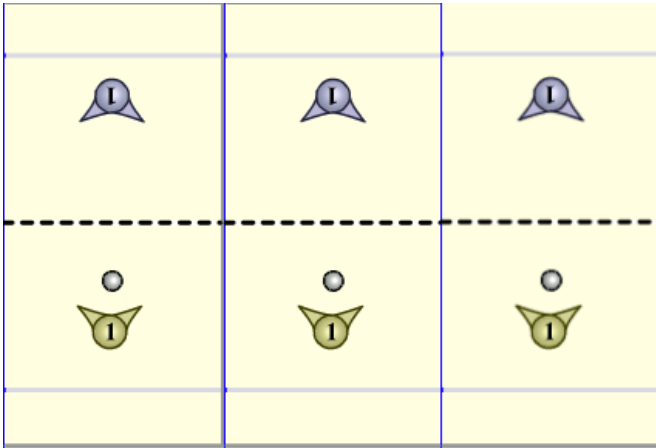
Target area can be bigger or smaller

² Le volleyball à l'école primaire par volleyball Aquitaine et l'Inspection académique des Landes

1 ON 1

Setup:

Separate a badminton court into 3 to make 9 playing areas.



Objective:

The player with the ball throws it into the other team's playing area. An opposing team member must catch the ball with both hands or perform a setting movement. If the player catches the ball he/she gets 1 point. If he/she performs a setting movement he/she gets 2 points. Teams alternate turns in serving the ball.

Instructions:

- Direct the ball into free spaces.
- Receive the ball from underneath it.
- Use the correct movement.



HANDLING A MINIVOLLEY BALL
 ELEMENTARY, CYCLE 2, YEAR 1
 STUDENT EVALUATION TOOL-CO-EVALUATION TOOL:

I CHOOSE MY CHALLENGES

CHALLENGE 1 I move	CHALLENGE 2 I move while handling the ball	CHALLENGE 3 I handle the ball alone																		
I PUT AN X NEXT TO MY CHOICE Movement: <input type="radio"/> 1- Forwards <input type="radio"/> 4- Backwards <input type="radio"/> 2- Side-step <input type="radio"/> 5- Cross-step <input type="radio"/> 3- Hop foot jumping <input type="radio"/> Green: 2 movements <input type="radio"/> Yellow: 3 movements <input type="radio"/> Red: 4 movements Order of movements: (I indicate the order of my movements.) 1 st movement: 2 nd movement: 3 rd movement: 4 th movement	I PUT AN X NEXT TO MY CHOICE My choice: <input type="radio"/> Green: with bounce <input type="radio"/> Yellow: with no bounce <input type="radio"/> Red: consecutive	I PUT AN X NEXT TO MY CHOICE My choice: <input type="radio"/> Green: with bounce <input type="radio"/> Yellow: with no bounce <input type="radio"/> Red: consecutive																		
Teacher's Evaluation	Teacher's Evaluation	Teacher's Evaluation																		
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Legend:
 ✓ Succeeds
 X Does not succeed



HANDLING A MINIVOLLEY BALL
 ELEMENTARY, CYCLE 2, YEAR 1
 STUDENT EVALUATION TOOL-CO-EVALUATION TOOL:

I CHOOSE MY CHALLENGES

CHALLENGE 4
I HANDLE THE BALL AT THE WALL

I PUT AN X NEXT TO MY CHOICE

My choice:

Green: with bounce

Yellow: without bounce

Red: consecutive

Teacher's Evaluation

Choice	Execution	Security

CHALLENGE 5
I AIM FOR THE TARGET

I PUT AN X NEXT TO MY CHOICE

My choice:

Green: at .5 meters

Yellow: at 1 meter

Red: at 2 meters

Teacher's Evaluation

Choice	Execution	Security

SELF-EVALUATION:

I performed the actions I planned.

I chose my actions according to my abilities.

I recognized my strengths and weaknesses.

I followed the rules of security.

TEACHER'S EVALUATION (To be used after the evaluation)				
Coherence and Planning	Performance			Pertinence of his/her reflection
Plans his/her motor actions and links them according to his/her abilities and the constraints of the activity.	Performs the planned motor actions	Performs the motor actions in a continuous controlled manner	Respects the rules of security	Evaluates his/her process and results
5/5	5	3/5	5/5	1/1

Legend:
 ✓ Succeeds
 X Does not succeed

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