



LESSON 1

K-1st GRADE

EQUIPMENT

- 1 beach ball for every 2 students
- 4 hoops
- 6 or more cones


LESSON OUTCOMES:


Demonstrate basic forearm pass skill.
Control and pass beach balls while stationary and moving.
Work cooperatively in small groups.

BEFORE CLASS SET UP:

📌 beach balls spread out around activity area in hoops or various containers.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
<p>HEALTH-RELATED PHYSICAL ACTIVITY:</p> <p>Circle Walk (10 Minutes)</p>	<ul style="list-style-type: none"> • Students form groups of 6 and form circles lying on their backs with their feet facing middle of circle, bottoms of their feet almost touching. After all students are in position, they turn over into down position for push-ups. • Groups should look like a wheel with bodies as spokes. • On your signal, students rise up into up position of push-up, and begin "walking" with hands and feet toward their right. Continue for 15-30 seconds, depending on class ability. • On your second signal, students stop and put 1 knee to floor to rest (15-20 seconds). • Repeat signals for starting and stopping. Groups can move in either direction. • Continue for about 3 minutes. 	<ul style="list-style-type: none"> • Group students and help with organization. • Congratulate excellence and effort. • Give feedback on push-up form and level of participation.

 <p>VOLLEYBALL Diaperstar/TEAM TEA Approved Coordinated School Health Program</p>	<p align="center">LESSON 1</p>	<p align="center">K-1st GRADE</p>
<p>ACTIVITY # 1 Forearm Pass</p>	<ul style="list-style-type: none"> 👉 Forearm Pass: Pretend to sit in chair, Arms straight, Interlock hands, Contact, Follow through (have students stand up as they follow through). • Have all students shadow practice each cue as you say it. Skill becomes more fluid as you call out cues more rapidly. 	<ul style="list-style-type: none"> • Assist teacher with class management and cooperation. • Demonstrate as needed.
<p>ACTIVITY #2 Keep 'em Movin'</p>	<ul style="list-style-type: none"> • Students find partners, 1beach ball per pair, and stand facing each other 5-10 feet apart. • On your signal, partners use forearm pass to keep beach ball in continuous motion. 👉 Challenge: How many good passes can be completed in 30 seconds? Partners compare with other pairs. Can scores be better? 	<ul style="list-style-type: none"> 👉 Help with organization and equipment. • Move among pairs offering feedback as to form, movement, and beach ball management.
<p>ACTIVITY #3 Forearm Pass – Shuffle Off</p>	<ul style="list-style-type: none"> • Students pair up, 1 beach ball per pair, and stand 10 feet apart. • 1 student (P1) tosses beach ball at least 10 feet in air to partner (P2), who returns it with a forearm pass. • After first successful attempt, P1 tosses beach ball 10 feet high to left or right of P2. This will require P2 to use a shuffle step or slide to move into proper position to contact beach ball. P2 forearm passes beach ball to P1. • P1 tosses 5 beach ball, and then partners exchange tasks. 👉 Challenge: P1 and P2 forearm pass back and forth, even though passes may be off-target. This is what is desired. ↔ Variation: P1 makes a good toss (high and to 1 side), and if P2 misses P1 gets a point. If P1 makes a good toss and P2 passes back successfully then P2 gets a point. Any other situations result in no point. All bad tosses are repeated with no points. How many points can be scored in 5 tosses? Switch roles. 	<ul style="list-style-type: none"> • Help with tosses being correct height. • Demonstrate toss as needed. • Provide feedback with forearm passing skill and with body position. • Move to students having problems and give 1 on 1 attention, as possible.
<p>ACTIVITY # 4 Passing Lane</p>	<ul style="list-style-type: none"> • Join 2 pairs together to form groups of 4, 1 beach ball per group. Have one student from group put away extra ball. • Set up 2 lines facing each other with 2 students in each line. The first student in first line has beach ball and is 5-10 feet in front of first student in second line. • Student with beach ball tosses it to first student in second line, who passes beach ball to second student in first line, and so on, back and forth. • After students make contact with beach ball, they run to end of their line. 	<ul style="list-style-type: none"> • Assist students putting away extra balls from previous activity. • Assist students with understanding the activity. • Assure compliance to rules of the game if goal number is used. • Move among groups to maintain

VOLLEYBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 1	K-1st GRADE
	<ul style="list-style-type: none"> ✎ Challenge: Count number of consecutive passes in 30 seconds. ✎ Challenge: Have a goal number to “hit” for consecutive passes. If this goal is met, these groups get to play freely while rest of class is involved in cool down. ↔ Variation: Passer passes to self, and then passes the beach ball to the student in line. Each time, the passer contacts the beach ball twice before sending it to the next student in line. 	<p>on-task behaviors.</p>
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L1 TEKS Introduction 1,2,3 K.1 BC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC
L1 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 beach ball for every 3 students
- Volleyball/ badminton nets
- Cones
- 10 pinnies

LESSON OUTCOMES:

Demonstrate skill in body position and technique for overhead pass.
 Move in reaction to a served or passed beach ball on the court.
 Contact the beach ball with accuracy.

BEFORE CLASS SET UP:

- 📌 HRP: Set up 2 20 X 20 connected squares.
- 📌 1 10 X 10 square nearby with 10 beach balls inside.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
<p>HEALTH-RELATED PHYSICAL ACTIVITY #1:</p> <p>Setting Sit-Ups (10 Minutes)</p>	<ul style="list-style-type: none"> • Students form pairs, 1 beach ball per pair. • 1 student lies on his or her back, knees slightly bent. This student is the setter. • Setter's partner, the tosser, stands 5 feet away and tosses beach ball while setter does a sit-up, catches beach ball, and tosses it back to tosser. • Partners change places after 10 tosses. <p>↔ Variation: Instead of catching beach ball, setter sets volley beach ball back to tosser.</p>	<ul style="list-style-type: none"> • Assist students with understanding and organization. • Maintain on-task behavior by moving among pairs.

VOLLEYBALL	LESSON 2	K-1st GRADE
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<p>HEALTH-RELATED PHYSICAL ACTIVITY #2:</p> <p>Two-Side Tag</p>	<ul style="list-style-type: none"> • Divide class into 2 groups, 1 group per field. • Assign 4 “its” per field. “Its” wear pinnies and are at mid-field. • Other students are in scatter formation around their fields. • On your signal, “its” tag students. • When tagged, a student goes over to area with beach balls and performs 5 overhead passes to self, or other skills as designated by you. After completing, student sets down beach ball, and moves to other square and joins that game. • Change “its” every 2 minutes. 	<ul style="list-style-type: none"> 👉 Set up 2 connected, square playing fields and 1 square area for beach balls. 👉 Equipment needed: 10 cones, 10 pinnies, and 10 beach balls. • Assign “its” and give them pinnies. • Explain activity to those having trouble with understanding. • Move around whole area to make sure students are following the rules and playing appropriately.
<p>ACTIVITY #1</p> <p>Overhead Pass</p>	<ul style="list-style-type: none"> 👉 Overhead Pass: Body position and knees, Hands and arms, follow through. • Have students shadow skill after you demonstrate. • Have all students shadow practice each cue as you say it, working through cycle. Skill becomes more fluid as you call out cues more rapidly. 	<ul style="list-style-type: none"> • Assist teacher with student compliance.
<p>ACTIVITY #2</p> <p>Hit ‘N Run</p>	<ul style="list-style-type: none"> • Students form groups of 6, 1 beach ball per group. Each group forms 2 lines of 3, which are facing each other. • Lines are 5-6 feet apart. • First student in 1 line has beach ball and tosses to first student in other line. • As soon as student releases toss, he or she runs to end of other line. • When student receives toss/pass, he or she immediately overhead passes beach ball to next student in other line and runs to end of other line. • Pattern repeats. Action should be continuous and vigorous. 👉 Challenge: How many good passes in a row can each group make? ↔ Variation: If students are having trouble with movement pattern, have them go to end of their own line after contact or have them just catch the ball or perform a bump set. ↔ Variation: If students gain mastery of tossing beach ball and moving, allow them to use either forearm pass or overhead pass to move beach ball. 	<ul style="list-style-type: none"> 👉 Help with equipment and organization. • Assist those with understanding and/or movement pattern issues.

VOLLEYBALL	LESSON 2	K-1st GRADE
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<p>ACTIVITY #3</p> <p>Net Zone 3 vs. 3</p> <p>(11 minutes)</p>	<ul style="list-style-type: none"> • Students form groups of 6 per court, 1 beach ball per group, and establish a “net zone” using cones. • Object of game: to score points using forearm pass. • Depending on skill level, beach ball may be put into play with underhand serve or toss from back of "net zone area." • Point scored if beach ball is out of bounds, beach ball is misplayed, lands in court untouched or lands in “net zone.” • All hits must be upward with an arc, or point is lost. • Play 5 minutes, and then move high point teams to next court up and lower scorers to next court down. 	<ul style="list-style-type: none"> 👉 Help with court set-up and implementation of game. 👉 Court set-up: 2 rectangles with area in middle designated “net zone.” • Assist teams with rules and game play. • Move among groups to provide feedback and help.
<p>COOL DOWN/ CLOSURE:</p>	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L2 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC

L2 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 ABD 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 beach ball for every 2 students
- Volleyball/ Badminton nets (or cones)


LESSON OUTCOMES:

Demonstrate proper body position and technique with underhand and overhand serves.
 Exhibit correct body position and movement in response to serves, tosses, and passes.

BEFORE CLASS SET UP:

- 👉 Set up nets.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Beach Towel Relay (10 Minutes)	<ul style="list-style-type: none"> • Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc. • Divide the students into two groups and into four teams • The first two runners of each team will be holding a beach towel (or jump rope) and will run forward together around the cone and back to the start to give the beach towel (jump rope) to the next team member to repeat the same process. • The team that finishes first will be the winners. 	<ul style="list-style-type: none"> 👉 Help with equipment
ACTIVITY #1	<ul style="list-style-type: none"> 👉 Underhand Serve: Body position, Arm swing, Hand position, Follow through 👉 Overhand Serve: Arm/Elbow, Hand, Toss, Step, Contact, Follow through. 	<ul style="list-style-type: none"> • Assist teacher with maintaining on-task behaviors.

 <p>VOLLEYBALL Diaper/WEEK TEA Approved Coordinated School Health Program</p>	LESSON 3	K-1st GRADE
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Underhand and Overhand Serve	<ul style="list-style-type: none"> All students shadow both serves in personal space. 	
ACTIVITY #2 Shower Volleyball	<ul style="list-style-type: none"> Divide class into as many groups as there are nets, then divide into 2 teams per net (e.g., 4 nets = 8 teams). Each team needs 3 beach balls; each court will have 6 beach balls. Object of game: For a team to serve beach balls over a net without opposition catching serves before they hit the ground. Begin game with students serving all 6 beach balls simultaneously. You will signal serve. All serves must be started behind end line. If a serve clears the net, opposing team catches it, runs behind their end line, and immediately serves it back over the net. Points scored: Good serve-no catch – Serving team gets a point. Points scored: Bad serve – receiving team gets a point. When teams are proficient with 3 beach balls, add more. 	<ul style="list-style-type: none"> Help get students organized and on task. Assist with misunderstanding of rules or scoring. Adjust teams if problems occur.
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> Review Skill/Activity 	<ul style="list-style-type: none"> Assist with equipment return

L3 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC
L3 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

VOLLEYBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 4	K-1st GRADE
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EQUIPMENT <ul style="list-style-type: none"> • 1 beach ball for every 2 students • Volleyball/ Badminton nets (or cones) 	LESSON OUTCOMES: Combine skills of forearm passing and overhead passing. React to served beach ball with proper body movement. Work cooperatively with teachers, staff, and peers to improve skills.	BEFORE CLASS SET UP: <ul style="list-style-type: none"> 🦋 Have courts ready for play. 🦋 Set up “net zone” for large classes.
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ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Volleyball-Pass Tag (10 Minutes)	<ul style="list-style-type: none"> • Students form pairs, 1 beach ball per pair, and stand 10 feet apart. • Pairs spread out all over activity area. • On your signal, pairs begin to forearm pass, trying to keep motion continuous. • On your next signal, students with beach balls become “it” and chase partner. • If tagged, a student does 5 push-ups and pair resumes passing beach ball. • On your next signal, student with beach ball becomes “it.” And so on. 	<ul style="list-style-type: none"> • Help students form pairs. 🦋 Distribute equipment. • Remain vigilant about safety since students will be moving and running freely around area.
TRANSITION	<ul style="list-style-type: none"> • Put 2 pairs together for lead up game. Since only 1 beach ball is required, 1 student from 1 pair returns extra beach ball. 	

<p>ACTIVITY #1</p> <p>Score Volleyball</p>	<ul style="list-style-type: none"> • Students form teams of 4 with 1 beach ball per team and 2 teams per net. Use “net zone” if classes are too large. • Object of game: To score more points by contacting beach ball 3 times on a side, and to move to top court. • Game and each succeeding point begin with a serve. Team scoring most points in a rally wins the serve. If both teams have equal points, team that didn’t lose rally serves. • A team is allowed 3 hits per side; 1 player cannot make consecutive hits. • There is no point scored for hitting beach ball less than 3 times per side. • 1 point is scored each time a team contacts volleyball 3 times on their side of net, and on third hit, beach ball goes over net inside lines. • Play for 3 minutes, and then move high point teams up 1 one position on net (or to next net), and lower scoring teams down 1 position on net (or to next net). Make sure that teams on “net zone” courts get a chance to play on nets. 	<ul style="list-style-type: none"> • Help with set up of area, if needed. • Help with “net zone” area, if needed. • Assist those groups having difficulty understanding the game. • Help with timing games, if needed.
<p>ACTIVITY #2</p> <p>Serve and Pass</p>	<ul style="list-style-type: none"> • Students will combine skills of serve and forearm pass. This is the beginning of the 3 hit progression. • Demonstrate serve and forearm pass for students. If there are students capable of demonstration, use them. • Students demonstrate serve and forearm pass. 	<ul style="list-style-type: none"> • Be available to keep students on-task.
<p>ACTIVITY #3</p> <p>Serve ‘em Up</p>	<ul style="list-style-type: none"> • Students form pairs, 1 beach ball per pair, with 1 partner on each side of net. If class is large, use “net zone” marked by cones. • Pairs start 10 feet apart and student with beach ball serves it to partner who forearm passes it in air to self. If this is successful, both take a step back. If 1 student is successful, he or she takes a step back. Any mis-hits, and that student returns to starting position. 	<ul style="list-style-type: none"> • Assist teacher with grouping and organization. • Split area with teacher and move among student offering feedback.
<p>TRANSITION</p>	<ul style="list-style-type: none"> • Have students combine partnerships into groups of 6. 	
<p>ACTIVITY #4</p>	<ul style="list-style-type: none"> • Students form teams of 6, 1 beach ball per team, and 2 teams per court. Use “net zone” courts, if necessary. 	<ul style="list-style-type: none"> • Help students with groupings and forming teams.

VOLLEYBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 4	K-1st GRADE
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Pass and Run	<ul style="list-style-type: none"> • Object of game: to be first team to get all of its players to cross under net to the other side. • Game begins with a serve over net. • Teams will use forearm pass and/or overhead pass to pass beach ball to a teammate or over net. A team is allowed 3 hits per side. If all 3 students hit good passes, and beach ball goes over net successfully, then all 3 run under net to tosser's side of net. Anyone who passes beach ball successfully runs under net to opposite side and remains. • Team that wins rally serves next. • Each time a team switches sides, that team scores a point. Once a point is scored, all team members go to same side. Team that wins a point serves. 	<ul style="list-style-type: none"> • Explain rules and activity as needed. • Take half of the nets and supervise them. • Congratulate good effort and cooperation.
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L4 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC
L4 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC
NASPE NATL STD P.E. 1,2,3,4,5,6



LESSON 5

K-1st GRADE

EQUIPMENT

- 1 beach ball for every 2 students
- 1 jump rope for every 2 students
- Volleyball/ Badminton nets

LESSON OUTCOMES:


Demonstrate ability to move toward a contacted beach ball.
Apply previous skill knowledge to activities.
Contact beach ball with accuracy.

BEFORE CLASS SET UP:

- 🦠 Get nets ready for class.
- 🦠 Have cones for “net zone” area available.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Jump Rope (10 Minutes)	<ul style="list-style-type: none"> • Have pairs remain together, or have them find new partners. To begin activity, 1 student has beach ball and partner has rope. • On your signal, students with ropes jump in comfortable style for them while students with beach balls forearm pass. • On your next signal, students with ropes jump backward while students with volleyballs overhead pass. • On your next signal, pairs change roles. • On your next signal, students begin again. • Repeat this process for 2 or 3 rounds. <p>↔ Variation: Students passing stay as still as possible while students jumping rope jump around passing students. This will cause students with beach balls to concentrate on passing. Students jumping rope have the responsibility of staying far enough away from passers to maintain safety.</p>	<ul style="list-style-type: none"> • Help student with determining roles and skills needed. • Move among students providing feedback and demonstrations as needed. • Help those who get confused.
TRANSITION	<ul style="list-style-type: none"> • Group 2 pairs together to make a group of 4, 2 volleyballs per group. 	

<p>ACTIVITY #1 Rapid Fire</p>	<ul style="list-style-type: none"> • 2 players from each group are on each side of net. • Tosser tosses beach ball to passer on other side of net, who passes beach ball to setter • Setter catches beach ball and bounces it under the net (in the middle of net if using net zones) to catcher, who is positioned close to tosser. • Catcher has 1 beach ball in reserve and gives it to tosser as soon as he or she tosses first beach ball to passer. • Catcher must retrieve beach balls hit errantly as quickly as possible. • As soon as passer contacts beach ball, tosser releases another beach ball. • Action should be continuous. • After 5 contacts by passer, catcher and tosser switch and setter and passer switch. • After 5 more contacts, change sides of net and responsibilities. • 	<ul style="list-style-type: none"> • Make sure all students are engaged, and active. • Help those having difficulty with organization and running of game. • Give feedback about cooperation, hustle, and good effort.
<p>ACTIVITY #2 Overhead Set</p>	<ul style="list-style-type: none"> • To prepare for a hit or spike, beach ball must be placed in a position where contact can be made. This is done by means of a set. • Demonstrate a proper set at net for a hit or spike, and have students perform skill in following drill. 	<ul style="list-style-type: none"> • Keep students attentive by moving among them.
<p>ACTIVITY #3 Monkey in the Middle</p>	<ul style="list-style-type: none"> • Students form groups of 3, 1 beach ball per group, and position themselves such that there is 15 feet between 2 outside students and student in middle (see diagram). • Student in middle tries to intercept beach ball as 2nd students' forearm and overhead pass beach ball back and forth. Middle student may only approach student who is hitting the beach ball. • Signal change of middle student every 20 seconds. If middle student gets beach ball, he or she gets a point. 	<ul style="list-style-type: none"> • Move from group to group offering suggestions for improvement. • Congratulate those who "get" the beach ball away from the outside students.
<p>TRANSITION</p>	<ul style="list-style-type: none"> • Have groups of 3 form groups of 6, 1 beach ball per group. Have 1 student return unnecessary equipment and have others set up "net zone" areas as needed. 	

 <p>VOLLEYBALL Diaper/WEEK TEA Approved Coordinated School Health Program</p>	LESSON 5	K-1st GRADE
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ACTIVITY #4 Thunder Bumper	<ul style="list-style-type: none"> • Groups position themselves with 5 students on 1 side of area and 1 student on the other. If courts are used, there will need to be 1 court for each group. Can use “net zone” set up for this. • Set up: server on 1 side of court, 4 passers in back of other side of court, and 1 setter in front middle of court (same side as passers). • Server serves beach ball to 1 of 4 passers. • Passer passes beach ball to setter. • Setter sets beach ball to imaginary hitter. • Passer retrieves beach ball and moves to server position. Setter moves to passer position, and server moves to passer position. • Servers need to vary spot of serve. If skills are lower, have server use a toss to get beach ball over net. • If students are not active enough, rotate them within court area. Students could rotate every fifth serve. This is so that students who shy from the beach ball must contact it. 	<ul style="list-style-type: none"> • Help with set-up of “net zone” as needed. • Assist groups with understanding of game, and spirit of game. • Encourage cooperation and hustle.
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L5 TEKS Introduction 1,2,3 K.1 BCF K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC

L5 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 beach ball for every 2 students
- Volleyball/ Badminton courts
- Cones or markers


LESSON OUTCOMES:


Combine previously learned skills of serving, passing, and setting to play modified volleyball games.
 Work cooperatively with other students.

BEFORE CLASS SET UP:

- 🦉 Set up nets and courts.
- 🦉 Set up “net zone” areas, if possible.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
<p>HEALTH-RELATED PHYSICAL ACTIVITY: Volleyball Tag (10 Minutes)</p>	<ul style="list-style-type: none"> ▪ Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase, and dodge. ▪ Designate 4-5 students as taggers. All taggers carry a beach ball. ▪ On your signal taggers start chasing students. Students must catch the volleyball and they instantly become the taggers. ▪ On your signal anyone carrying a beach ball must do 10 jumping jacks. ▪ Play is then restarted with taggers passing the ball to someone else. ▪ Continue playing as time allows. 	<ul style="list-style-type: none"> 🦉 Help with equipment
<p>ACTIVITY #1 Forearm Pass and Overhead Pass (set)</p>	<ul style="list-style-type: none"> • Students form groups of 3, 1 beach ball per group, and position themselves in a triangle formation. • Tosser/Catcher has beach ball and tosses it to passer, who passes it to setter who sets beach ball to tosser/catcher who catches it. • Rotate positions after setter sets 5 beach balls. 	<ul style="list-style-type: none"> 🦉 Assist with set up. • Express gratitude to the students who show a cooperative spirit among their group. • Model skills as needed.

 <p>VOLLEYBALL Beach Volleyball TEA Approved Coordinated School Health Program</p>	LESSON 6	K-1st GRADE
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ACTIVITY #2 3 vs. 3 Net Zone	<ul style="list-style-type: none"> • Students form groups of 6, 3 on each side of court, 1 beach ball per group. Have one student per group put away extra ball. Use “net zone” set-up for those without court. • Use 8 cones or markers for “net zone” set-up. • Object of game: to score points using a forearm pass or overhead set. • Put beach ball into play with a forearm pass from mid court. • A point is scored if beach ball lands in an opponent’s area without being touched, beach ball is misplayed, beach ball is hit out of bounds, or if beach ball is too low over “net zone.” • Both teams rotate after each point. <p> Challenge: Keep score for 1 minute. At end of time, team with higher score moves down to next court.</p>	<ul style="list-style-type: none"> • Help students with organization. • Move among groups offering positive feedback, as needed. • Assist with timing, team movement and communication, as needed.
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L6 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC
L6 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC
NASPE NATL STD P.E. 1,2,3,4,5,6



LESSON 7

K-1st GRADE

EQUIPMENT

- 1 beach ball for every 3 students


LESSON OUTCOMES:

Demonstrate basic skill of hitting (spike).
 Use previously acquired skills to participate in modified beach ball game.
 Work cooperatively with staff and students.

BEFORE CLASS SET UP:

- 🦉 Have beach balls available.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
<p>HEALTH-RELATED PHYSICAL ACTIVITY:</p> <p>Cops and Robbers (10 minutes)</p>	<ul style="list-style-type: none"> • Students can keep partners from previous activity. • 1 student stands behind the other, completely stretches arms out in front, places hands on other student's shoulders, then drops arms. • Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries. • If robber is more than arm's length away when whistle blows, then cop does 5 jumping jacks. • If robber is within reach at whistle, he or she does 5 jumping jacks. • Switch roles after each round. As students learn the game, allow them to run to get away. <p>↔ Variation: Students walk around activity area.</p> <p>↔ Variation: Call out an exercise and number of repetitions, all students stop, perform exercise, and then resume walking.</p> <ul style="list-style-type: none"> – Call out another exercise and number of repetitions, students stop and do both exercises, in order. After 2 to 3 exercises students begin to jog. – Continue until 5 or more exercises are added. – Exercises can be volleyball related: calf-stretch, hamstring stretch, high-skip, groin stretch, stride lunges, triceps stretch, push-ups, squats, ski jumps, etc. – Alternate stretching, strength, and aerobic exercises. 	<ul style="list-style-type: none"> • Help teacher with organization. • Promote safety by redirecting unsafe behaviors. • Move around area, supporting student effort. • Provide feedback in regard to form and cooperation.

<p>TRANSITION</p>	<ul style="list-style-type: none"> • Students walk around activity area. • Call out a number from 1-10. As students hear number they move as quickly as possible to form groups of that number. • Congratulate students who grouped quickly. Have students begin walking again. • Repeat activity 2-3 times and make 6 the last grouping number to form groups for next activity. 	
<p>ACTIVITY #1 Circle Up</p>	<ul style="list-style-type: none"> • Students form groups of 6, 1 beach ball per group, and position themselves in a circle formation with 1 student in center of the circle. • Student in center has beach ball and begins with a set (overhead pass) to a student on outside of circle. • Students outside of circle use a forearm pass to return beach ball. • Desired result is continuous movement of beach ball back and forth. • When beach ball is mis-hit, student in center is replaced. All students should have opportunity to be in center. 	<ul style="list-style-type: none"> • Help with set up and organization of groups. • Move among groups providing positive feedback about body position, contact, footwork, and follow through. • Demonstrate as needed.
<p>ACTIVITY #2 Hitting (Spike)</p>	<ul style="list-style-type: none"> •  Hit (Spike): Approach, Arm swing, Contact with open hand, Snap wrist, Follow through. • Students should still be in circles from previous activity as they shadow skill as you call out t cues in order. • Continue previous activity adding hitting (spike) into choices for outside students. They may now choose to use forearm pass or hit (spike) to return beach ball to center student. • All hits (spikes) must be at a controlled speed and not a kill shot. • Safety must be paramount here, as all students must watch beach ball and be aware of need to move. 	<ul style="list-style-type: none"> • Offer feedback in regards to form, attention, and progress of skill attainment. • Move among groups giving positive feedback on all facets of the skill, based on cue words.

 <p>TExA Approved Coordinated School Health Program</p>	LESSON 7	K-1st GRADE
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ACTIVITY 3 Fancy Feet	<ul style="list-style-type: none"> • Students maintain groups of 6, 1 beach ball per group. Groups position themselves such that they have 2 lines of 3 which face each other. • Students pass beach ball from 1 line to next. • After passing beach ball, students move to end of their own line. ✎ Challenge: How many consecutive hits can groups get in 30 seconds? 1 minute? <p>↔ Variation: Have students use overhead pass for 1 minute, then forearm pass, then alternate.</p> <p>↔ Variation: Have students run to end of other group's line after contacting beach ball.</p>	<ul style="list-style-type: none"> • Assist students with organization. • Move around groups and provide positive feedback. • Time groups as needed. • If game is changed or varied, help students understand.
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L7 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC

L7 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 ABD 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6



LESSON 8

K-1st GRADE

EQUIPMENT

- 1 beach ball for every 2 students
- 1 hoop for every 3 students
- Nets and courts
- Cones for “net zone” set-up

LESSON OUTCOMES:


Demonstrate skill acquisition through participation in class activities.
 Apply previous knowledge of skills to game-like situations.
 Combine skills to develop teamwork and use basic strategy.

BEFORE CLASS SET UP:

- 🦋 Mark 30 X 30 area for tag games.
- 🦋 Place 14 hoops randomly around area.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY #1: Up Jack Tag (10 Minutes)	<ul style="list-style-type: none"> • Assign 1 “IT” for every 15 students. Each “IT” wears a pinnie. • Other students are scattered within game area. You may need a 30 X 30 area for large classes. • On your signal, “IT” tries to tag as many students as possible. If tagged, a student must leave the court and perform 10 jumping jacks before re-entering game. • Students are only safe from being tagged if they assume the up position of a push-up when tagger approaches. If position is incorrect or “sagging,” “IT” can tag that student and he or she must go to side and do jumping jacks. • “IT” is changed every 1-2 minutes. 	<ul style="list-style-type: none"> 🦋 Mark off activity area if needed. • Assist with choice of “IT” and pass out pinnies. • If class is large, it may be better to split into 2 games, and create 2 play areas.

<p>HEALTH-RELATED PHYSICAL ACTIVITY #2:</p> <p>Hoops on the Ground</p>	<ul style="list-style-type: none"> Place 14 hoops around area and have students in scattered formation. On your signal, students move around area using motor skills you call out (walk, jog, skip, hop, slide, etc.). When you signal again, all students have 5 seconds to get to a hoop and place their whole bodies inside it. Take away 1 hoop and repeat. Continue until students cannot fit into hoops left. 	<ul style="list-style-type: none"> Place hoops in no order within the activity area. Check groups and hoops.
<p>ACTIVITY #1</p> <p>Pass, Set, Hit</p>	<ul style="list-style-type: none"> Use this activity to develop coordination in a 3 contact offense. Students concentrate on body position when contacting beach ball. Have 3 students demonstrate a forearm pass, overhead pass, and hit (spike) combination. 	<ul style="list-style-type: none"> Assist with skill order and performance.
<p>ACTIVITY #2</p> <p>Brush-Up Play</p>	<ul style="list-style-type: none"> Students form groups of 4, 1 beach ball per group. Divide 1 beach ball court into 3 sections with 3 groups per court. 1 group member, P1, is on 1 side of net with beach ball and remaining group members, P2, P3 and P4, spread out across backline. P1 slaps beach ball, P2 moves to middle back to receive toss from P1. P3 moves into front middle or setting position, and P3 moves right and close to setter. This will be the hitting (spiking) area. P2, the passer, passes beach ball to P3, the setter, who sets beach ball to P4, the hitter, who hits beach ball over net toward P1, the tosser. Repeat process until each student has had 3 contacts in that position then rotate. 	<ul style="list-style-type: none"> Assist with all student organization and understanding of this drill. Make sure the groups are staying true to the spirit of the drill while waiting for the slap of the volleyball by the tosser.
<p>ACTIVITY #3</p> <p>4 vs. 4 Net Zone</p>	<ul style="list-style-type: none"> Students form groups of 4 with 4 groups per court. There are 2 games on each court. This may be adjusted based on class size and facilities. Teams play a serve and pass game. If needed, serve can take place inside of back line. Beach ball must be hit 2 or 3 times before being returned to other side. Side out or point is scored if there is an unsuccessful serve, mis-hit, less than 2 hits per side, or more than 3, or volleyball passes out of bounds. 	<ul style="list-style-type: none"> Help students with set up. Be available to answer questions about scoring. Compliment groups playing cooperatively and enjoying themselves.

VOLLEYBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 8	K-1st GRADE
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	<ul style="list-style-type: none"> Play continues for 4 minutes, then teams are rotated up if leading and down if behind. If game is tied, use “Rock, Paper, Scissors” to determine which team moves up or down. 	
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> Review Skill/Activity 	<ul style="list-style-type: none"> Assist with equipment return

L8 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC
L8 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC
NASPE NATL STD P.E. 1,2,3,4,5,6



LESSON 9

K-1st GRADE

EQUIPMENT

- 1 beach ball for every 3 students
- Task Card
- Cones for “net zone”
- Volleyball nets/Courts
- Equipment for circuit


LESSON OUTCOMES:

Demonstrate basic arm and body position for overhead pass, forearm pass, underhand serve, and overhand serve through participation in class activities.
 Work cooperatively as a team playing volleyball related games.
 Gain stronger beach ball skills through involvement with circuit training.

BEFORE CLASS SET UP:

- 👉 Have stations for circuit pre-set around gym area.
- 👉 Instant Activity needs to stay out of stations.
- 👉 Have courts/nets already set up if space allows. Otherwise, set nets up as soon as circuit is finished.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Volleyball Circuit (20 minutes)	<ul style="list-style-type: none"> • Place 10 hoops around area for circuit stations, with equipment and a copy task cards at each. • Have no more than 5-6 students at each hoop. • There are 10 stations, so any students who have not found a hoop should come to you for assignment. • Refer to task card for descriptions of activities. • Students are rotated through stations every 2 minutes. 	<ul style="list-style-type: none"> 👉 While teacher is getting class into groups and at stations, make sure equipment is correct and that task cards are present. • Assist with skills needed at particular stations. • Notice safety concerns and be especially attentive to those stations. • If students are too challenged at a particular station, alter the activity to meet their skill level.

 <p>VOLLEYBALL Beach Volleyball TEA Approved Coordinated School Health Program</p>	LESSON 9	K-1st GRADE
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ACTIVITY #1 Score for All	<ul style="list-style-type: none"> • Students form teams of 3 with 2 teams and 1 beach ball per court. “Net Zone” is set up as needed. • 1 team begins by serving from back court. • A point is scored only if beach ball is forearm passed, set and then hit by other team. All 3 contacts must be legal. Hit (spike) has to hit floor in neutral area of net zone court to count. • Each misplay signals rotation and new server. 	<ul style="list-style-type: none"> • Help set up “net zone” courts. • Explain activity or scoring to groups who appear to be having a problem. • Commend good effort and teamwork.
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L9 TEKS Introduction 1,2,3 K.1 ABC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC

L9 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 ABD 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

VOLLEYBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 10	K-1st GRADE
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EQUIPMENT <ul style="list-style-type: none"> • 1 beach ball for every 3 students • Cones/Markers (60) • Volleyball nets/Courts • Hula Hoops (50) 	LESSON OUTCOMES: Apply previous knowledge of volleyball skills to game-like situations. Contact beach ball with consistency and accuracy. Respond appropriately to teacher, staff, and peers.	BEFORE CLASS SET UP: <ul style="list-style-type: none"> 🦠 HRP: Circle 10 cones with 1 in center. 🦠 Skill Development Drill: 5 hoops on 1 side of each court or “net zone” area.
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ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Cone Drill (10 minutes)	<ul style="list-style-type: none"> • Students form groups of 12 with 13 cones/markers per group. • Set up large circle (10 giant steps from center cone outward) with cones/markers having 1 cone in the middle of circle. • 1 student stands at each cone around outside of circle. • On your signal, students run from their cones to inside cone, touch it, and then return to their cones. Repeat to secure safety and correct movements. • On your next signal, students run to middle, touch cone and then move to next outside cone to their right, back to middle cone, and so on, until they are back at their first cones. Signal each move. <p>↔ Variation: Use different methods of movement (e.g., skip, jog, slide, hop).</p>	<ul style="list-style-type: none"> 🦠 Help students with set-up, if needed. • Help those confused or not understanding activity. • Focus on areas of concern for safety. • Move constantly from group to group offering reinforcement in relation to skill, speed and cooperation.

<p>ACTIVITY #1 Circle of Power</p>	<ul style="list-style-type: none"> • Students form groups of 6 (split groups from previous activity), 1 to 2 beach balls per group. Each group positions itself in a circle formation. • Groups use forearm passes and overhead passes to keep beach ball moving for 30 seconds. ✦ Challenge: Count number of consecutive, good passes. Compare with other groups. <p>↔ Variation: Add a second beach ball. See how many good hits each team can get in 1 minute.</p>	<ul style="list-style-type: none"> • Help split groups into groups of 6. ✦ Have equipment ready and nearby. • Time activity as necessary.
<p>ACTIVITY #2 Hula Hoop Targets</p>	<ul style="list-style-type: none"> • See diagram below. • Students form groups of 12 and partners are chosen within each group. Partners position themselves on each side of net, 1 beach ball per pair. • Partners without beach balls position themselves on side of the net with 6 hoops while partners with beach balls positions themselves on other side of the net. • Object of game: to serve beach ball into hoop, using underhand or overhand serve. If beach ball lands in hoop before hitting ground, server gets a point. • Server serves 5 times then partners change places. <p>↔ Variation: After using serve to move beach ball, have students use a forearm pass, self-set, and hit (spike) to hoop.</p>	<ul style="list-style-type: none"> ✦ Help set up. • Assist those with difficulty understanding the concept. • Congratulate those who are successful, and urge the others to continue working toward the goal of getting the beach ball in the hoop.
<p>ACTIVITY #3 Continuous Volleyball</p>	<ul style="list-style-type: none"> • See diagram below. • Students form groups of 18 and then subdivide into groups of 6. 1 subgroup is off court with 1 beach ball while other 2 subgroups are on court with 1 beach ball. • For 2 subgroups on court, each should be on 1 side of net. These 2 subgroups play to 5 points. Subgroup leading stays on court and subgroup behind goes to side. • Subgroup that starts off court gets into a circle and passes beach ball around until time to go on court. • Movement on and off court should be fast to allow for as much game time as possible. 	<ul style="list-style-type: none"> ✦ Use “net zone” courts if nets are not available. • Try to get each group on a net at some point in game. • Help with organization. • Support teamwork among all students, as there are no teams.

VOLLEYBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 10	K-1st GRADE
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	<ul style="list-style-type: none"> • After 3 minutes, change courts. Make sure teams that have been at net zone area have access to court and net at least once during games. 	
COOL DOWN/ CLOSURE:	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> • Assist with equipment return

L10 TEKS Introduction 1,2,3 K.1 BC K.2 B K.3 AB K.5 AB K.6 AB K.7 ABC

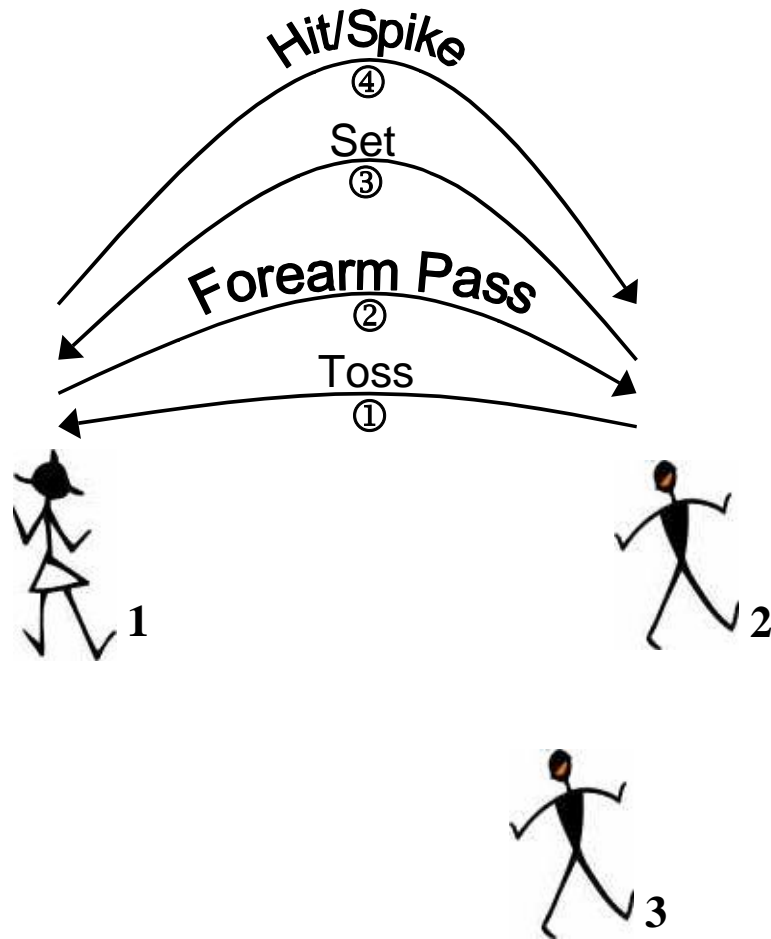
L10 TEKS Introduction 1,2 1.1 ABCD 1.2 A 1.3 AB 1.5 AB 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

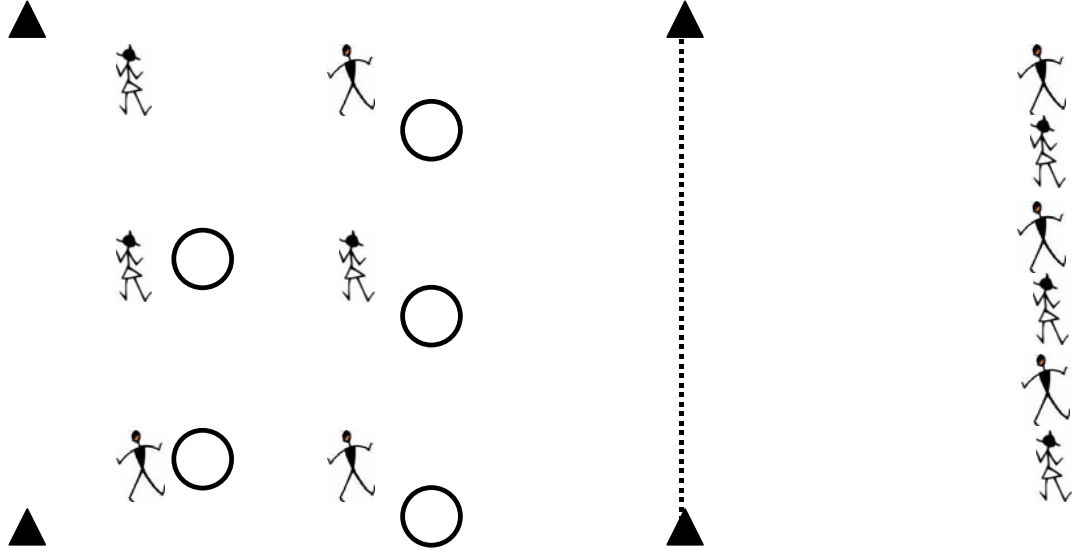
Appendix: Diagrams and Task Cards

LESSON 10 DIAGRAMS:

INSTANT ACTIVITY:



ACTIVITY #2: Hula Hoop Target



ACTIVITY #3: Continuous Volleyball

