

Category of Activity: Net/Wall Games

Name of Activity: Volleyball

Volleyball is a net game that involves two teams of twelve players (six playing and six substitutes). Each team works together to hit an inflated ball over a high net. Each team tries to score points by grounding the ball on the other team's court. Games are played to a predetermined number of points (i.e. 25 points). They must be won by a lead of 2 points. Volleyball is a rebound game. It is not permitted to catch or hold the ball; every contact must be a rebound action. Because of this rule, it is essential for the player to be in the right place at the right time if the ball is to be played in a controlled manner. Therefore, good anticipation and movement skills should be taught to participants.

At competency level students should learn and practice the basic skills of sending and receiving a ball over a high net. They should play simple 3 touch volleyball games working as a team to keep the ball in play and ground it on the opponent's side of the court. As they progress skills should become more consistent and efficient players should be able to anticipate the path of the ball and the actions of the other members of the team and their opponent.

At proficiency level students should attain high proficiency at most individual skills and should understand both offensive and defensive play and be able to use different strategies and tactics when playing competitive games.

Rules of the Game

Volleyball is a fast game played by two teams of 6 players each. It can be played indoors or outdoors. A player on one of the teams begins a 'rally' by serving the ball from behind the back line of the court, over the net, and into the opponent's court. The receiving team must not let the ball be grounded within their court. The rally continues, with each team allowed up to three consecutive touches, until either a team grounds the ball on the opponent's court and wins the rally or a team commits a fault and loses the rally. The team that wins the rally is awarded a point, and serves the ball to start the next rally.

The ball is usually played with the hands or arms, but players can legally strike or push the ball with any part of the body.

Common faults include:

- catching and throwing the ball;
- two consecutive contacts with the ball made by the same player, except while blocking.
- four consecutive contacts with the ball made by the same team.
- touching the net during play
- crossing the centre line.
- causing the ball to touch the ground outside the opponents' court or without first passing over the net;
- Violation of rotation.

History of Volleyball

Volleyball was created by a physical education director in the United States. He created a new game based on some elements of tennis, handball and basketball. Originally named Mintonette it was created as a gentle indoor sport for older players to be able to exert a bit of athletic effort by keeping the ball in the air.

The idea of using a net was borrowed from tennis. It was raised to a height above the average man's height.

During a demonstration game, someone remarked that the players seemed to be volleying the ball back and forth over the net, and perhaps "volleyball" would be a more descriptive name for the sport.

Facts about Volleyball

Facts about Volleyball

- The first game of Volleyball was played in 1885
- It is the second most popular sport in the world, exceeded only by soccer
- Volleyball is an Olympic sport
- Beach Volleyball, played by two people is also an Olympic sport

Basic Requirements/ Equipment

- Any suitable indoor or outdoor space that can accommodate the group
- A net or rope, placed at above head level height
- A range of different size light balls that can be volleyed
- Lime powder to create playing areas

Use STEP to modify volleyball activities so that all students are included. Try these modifications or devise your own.

- Space**
- Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of passing skills.
 - Play on different shaped courts. For example make the courts long and narrow to encourage longer pass in less space, or make the courts wide and shorter to encourage players to use peripheral vision and play the ball wide.
 - Vary the size of the courts depending on the ability of the students. For example increase the playing area for a team of more competent players when playing against those still developing their skills.

- Task**
- Passing & receiving**
- Some players will find it easier for them to join in the game if they are able to catch the ball or if they are permitted to touch the ball more than once before it is passed. This will allow them to maintain control of the ball before passing it.
 - Some players find it easier to retrieve a larger ball, in some cases, it may be necessary for these individuals to practice the skills until their competency has improved (see also 'Equipment').
 - Some players may need to spend more time practicing individual skills before they are applied to game situations.
 - Allow players to serve the ball from inside the court, throw or volley the ball in order to get the game started easily.

- Equipment**
- Provide students with a range of different weight/size. Players can initially practise with the ball they find can be controlled best.
 - A brightly-coloured ball may help the participation of students who have vision impairment.
 - Use angular adjustable stands with heavy material with a ball tied with a string to improve smashing and jumping skills.
 - Use adjustable vertical stands with a ring on top to develop and control passing skills.

- People**
- a) Team numbers can be varied; for example, in order to balance a game, it may be best to play 9 v 4, 6 v 3 or 4 v 2, where larger group who are developing their skills play against more competent players.
 - b) Play the game seated. Reduce the court area and lower the net. All players must remain seated and cannot lift their seats when playing the ball.

- Physical & Health Education /Games**
- Links to continuous and comprehensive assessment frame work fore classes IX and X**
- An appreciation and understanding of the physical fitness requirements of games playing
 - An involvement in sports/physical education programmes
 - Team work
 - A knowledge of different games and rules of the games
 - Skills of agility, balance and coordination
 - Motivation and commitment to take part in the game
 - Ability to lead others as a team captain, coach or referee
 - An awareness of rules of safety
 - An evidence of being self disciplined

- Life Skills**
- Listen actively
 - Communicate using appropriate words, intonation and body language
 - Gets along with others.
 - Takes criticism positively
 - Identifies one's own strengths and weaknesses





Purpose of the activity

To cooperate with others to use individual and team skills and strategies to overcome the opposition.

Outcome of the activities

The outcome of participating in these activities will be:

- Team spirit
- Cooperation
- Communication
- Focus on winning

Skills

The Ready Position

- Feet shoulder-width apart.
- Knees bent and inside the line of the toes.
- Weight forward with the knees loaded.
- Spine straight.
- Hands in front of the body, ready to move.
- Like a tiger ready to pounce.



Sending and Receiving

The Underhand Pass ('dig')

- Make a platform by bringing both hands together, palms up. Put the fingers of one hand on the fingers of the other and close the hands up until the thumbs are touching. Feet shoulder width apart.
- Hit the ball with the bony part of the forearm just above the wrists. Keeping elbows straight. Coordinate the angle of arm with the direction of the ball.
- Extend the knees.



Sending and Receiving

The Overhead Pass ('volley')

- Knees flexed, slight crouch position.
- Body under the ball, with the knees bent and arms relaxed
- Contact the ball in front of the forehead, on the midline of the body.
- Receive the ball with fingertips in front of the forehead.
- Finish the action physically by extending the arms towards the target.
- Recover and be ready for the next action.



Underarm Serve

- Stand behind the base line. Feet shoulder width apart. One foot in front of the other in a comfortable stance.
- Hold the ball in non striking hand above waist height
- Toss the ball into the air and hit it with palm of the other hand at the lower curve.
- Hand should be brought from the back to increase momentum.
- Follow through in a straight line.



Here are some practices

Ankle tag

Two players face each other. They try to touch each other below the knee. Stay low when moving and use quick foot movements.



Ready to Go

Player A, with the ball, stands behind Player B who is in the 'ready' position. Player A rolls the ball through B's feet or tosses the ball over B's head. When player B sees the ball she/he moves quickly to chase it and stop it.



Overhead Pass

Practice volleying the ball :

- To self.
- Against a wall.
- To a partner.
- To a partner over a net.





Sending and Receiving a ball

Underarm pass

Player A tosses the ball in the air, lets it bounce and moves under the ball to underhand pass to self, lets it bounce and repeats.

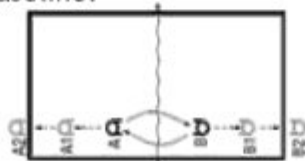
Underarm Pass To Partner

Player A throws the ball slightly in front of player B, who moves forward to bump the ball back to A.



Serving

Partner Serving In two teams. Player A serves to Player B who is on the other side of the net a short distance away. Player A moves to the back of the line. Player B serves to Player C etc. Gradually increase the distance between the players until service is from behind the baseline.

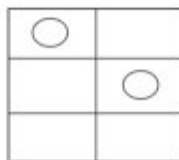


Accurate serving

Players in turn try to serve the ball so that it bounces into or onto the given targets.

Divide the court into 4/6 equal part as per the accuracy of the players.

Place hoops or markers to increase the level of difficulty.



Now make up your own games and have some fun

How many players will be in each team? What rules will you have? What equipment will you use? How will you start the game? How long will you play for? How will you make sure that everyone is involved in the game?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> History of the game Facts Rules
Skills (6)	<ul style="list-style-type: none"> Ready position Underarm pass Overhead pass Serve
Application of skills (10)	<ul style="list-style-type: none"> Ability to send the ball using overhead pass and underarm pass Successful serves Accuracy of passes Positioning on court Anticipation of the ball

Try some of these mini games and activities

Tiger Ball : Players stand in a circle with two 'tigers' in the middle of the circle. Players on the outside of the circle pass the ball using Overhead Passes. The tigers try to catch the ball.

3 v 3 games

- Play in any available playing area. Play simple 3 touch volleyball games. Set up simple scoring systems. Begin with players throwing and catching the ball over a net, allowing them three catches before the ball must be passed over the net. As confidence increases players should use overhead passes.
- Play 3 v 3 mini volleyball. Have two front court players and (1 and 3) and 1 back court player (2). Players 1 or 3 should receive the ball, passing it to player 2 who 'sets' it for player 1 or 3 to hit over the net.

The game of Volleyball

Condition the games to reinforce skill learning. For example :

- All players must play the ball before it is hit over the net (six passes).
- Only the overhead pass may be used by all players.
- The ball must be received by a player in the back of the court and passed to a player in the front of the court.
- Once the ball is passed over the net all the team must sit down and stand up to be ready for the ball to be received again.
- Passes must be made as follows: the receiver uses an underhand pass to 'dig' the ball to another player who overhead passes the ball to a player who hits the ball over the net ('dig', 'set', 'smash').

Links to NCERT syllabus

Theme: Health and physical fitness and orientation to sports skills

Links to other subjects

Maths : Data Handling: students will collect data based on the number of successful serves and/or passes. This data will be tabulated and used to create such things as pictographs, bar graphs, frequency distribution tables and histograms.

Language: Using technical language: students will solve and create crossword puzzles using their understanding of the technical terms used in the game of Volleyball.



Purpose of the activity

To cooperate with others to use individual and team skills and strategies to overcome the opposition

Outcome of the activities

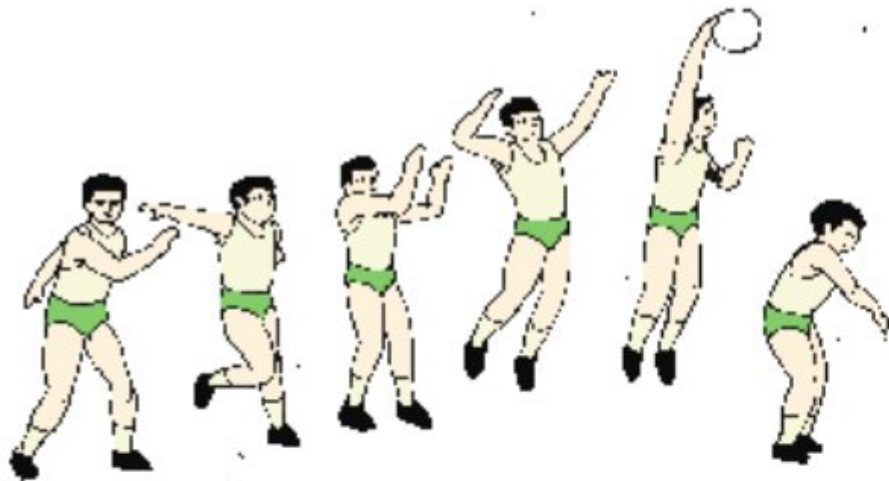
The outcome of participating in these activities will be:

- Team spirit • Cooperation • Communication • Focus on winning.

Skills

The Smash

- Run and approach as per the height, distance and speed of the ball.
- Swing the arms back behind the body. Bend slightly and jump off both feet.
- Hit the ball between the head and the hitting shoulder, in front of the body with an outstretched arm.
- Land in a balanced position on both feet and shift weight from toe to heel. Flex knees to avoid injury.



The Block

- Block is the first line of defence against the smash. It may be performed by one, two or three front-row players who jump at the net.
- Stand in a balanced position about half a metre from the net, feet shoulder width apart.
- Watch the opposition while developing their attack and move quickly to where it is anticipated.
- Use side steps or cross steps to move along the net.
- Coordinate with the timings of the jump of attacker and raise hands above and across the net to block the smash.



Here are some practices

Set up sending and receiving practices requiring students to:

- Overhead pass, underhand pass the ball.
- Keep the ball in the air. Play in a circle or small group: how long can you keep the ball in the air?

- Move to receive passes: from a ready position players should move right or left to receive a pass and return it.
- Play simple games that combine serving, overhead pass and underhand passes.



The Smash

Striking the ball against the wall
 Player A strikes the ball on the surface keeping in view the force and direction in a manner that the ball hit the wall and deflects within the reach of Player B and the rally goes on.



Blocking action

Mark a chalk line on the wall. Practice the blocking action. Jump using vigorous knee extension and controlled arm movement. Both hands and must touch the wall or fence.

Practice blocking at the net with one, two or three players.



Now make up your own games and have some fun

How many players will be in each team? What rules will you have? What equipment will you use? How will you start the game? How long will you play for? How will you make sure that everyone is involved in the game?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> History of the game Rules Facts
Skills (6)	<ul style="list-style-type: none"> Ready position Overhead pass, underhand pass, serve Smash, block
Application of skills (10)	<ul style="list-style-type: none"> Ability to send the ball using overhead pass and underarm pass Successful serves Accuracy of passes Positioning on court Attacking and defensive play

The game of Volleyball

- Condition the game to reinforce skill learning. For example pass using specific passes only, or set up zoned areas in which only specified players are permitted.
- Teach different systems of play: 4-2, 5-1, explaining when and how they are used. Try different attacking formations. For example have the setter in the middle of the net with a potential striker on either side.
- Set up knock out or league competitions that allow teams to play together often and get to understand each other's strengths and weaknesses.
- Teach students how to officiate and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example, net faults.

Links to NCERT syllabus

Theme: Orientation to sports skills: proficiency in sports and motor skills

Links to other subjects

Maths : Applications of trigonometry: using smash and block skills students will be told about the line of sight to the angles of elevation and depressions and factors using them to calculate height and distance.

Science : Effects of force: using the techniques of passing, smashing and blocking students will be helped to understand the effects of force. For example speed of the moving body, bringing the body to rest, changing the direction of the moving body.