**Teacher: Beth Berger Date: 1/7/2011 Lesson #: 1 of** 2 **Lesson Time:** **45 min.**

**Unit Topic: Cageball Activities** **Lesson Topic: Kin-Ball and Blanket Ball Volleyball** **# of Students: 28** **Grade: College**

**Objectives:**

* Students will demonstrate the correct form of serving and catching the cage ball during a kin-ball game by using proper cues of: Serving with their palms together or to the ceiling, catching with their body squatted under the ball.
* Students will demonstrate the proper knowledge of the rules by safely playing a kin-ball and blanket ball volleyball game correctly.
* Students will demonstrate teamwork by communicating and passing to teammates during games of Kin-Ball and Blanket Ball Volleyball and activity play.

**Equipment: Beach Balls, 2 Cage-Balls, Cones, 2 Volleyball Nets, Pennies and Blankets (4).**

|  |  |  |  |
| --- | --- | --- | --- |
| LESSON CONTENT & PROGRESSIONSIntroduction, skill’s task analysis, activity, review | **Teaching Cues –** The cues are short quotes of what you are saying to students to remind them of proper form. | MANAGERIAL STRATEGIESOrganization of space, equipment, students (diagrams of practice formations, equipment set up, and game situations ), including method for assigning students to groups | Safety ProceduresChecking field, equipment, and facilities for debris, damage, etc. What safety procedures will you take to make sure ALL students are safe in your class. |
| Students will begin in lines of 6 (as even as possible) (Image 1). **OFFENSE****Hitting -** It is time for the students to familiarize themselves with hitting the ball. Show the students the ball and explain how the ball it to be hit. Demonstrate the proper technique of open hands (palms to the ceiling), or closed hands (palms together). Bring out a student to hit the ball to and demonstrate that the arms are used together. **Catching -** It is now time for the students to learn how to catch the ball appropriately for Kin-ball rules. Demonstrate the proper technique: squatting under the ball, hands over head. Label this the OFFENSIVE position. Bring student out to hold the ball for the first student who demonstrated hitting and bring another to stand and catch the ball. This will allow the students to get the full effect of the following activity. Allow the class to get into groups of threes and practice hitting the balls to each other. Assign two to line up with the ball on the volleyball 10-foot line and the other to line up on the baseline (Image 2). After hitting, the hitter will go to the retriever, the retriever will go to the holder, and the holder will become the hitter.  **Catching and Holding -** It is now time to practice more so like a game situation. Tell the groups of three to group up with another group of three forming a big group of 7 (make sure all groups are even). Demonstrate using a group of 7 how to practice hitting to each other and communicating the catching of the ball. Use the same three positions from the previous drill, and emphasize the importance of changing the hitter after every hit (Image 3). Retriever and holder will now hold the same role. Have the students pass the ball controlled to the other group of three. Rotate groups (as necessary): Baseline groups rotate clockwise to other baseline. At the end of the activity, have students go back to their original starting places and put the beach balls back in their hoops. **Cage Ball Catching and Hitting -** It is time to practice with an actual Cage ball. The two groups of 7 that share the same volleyball court now will be on teams of 7 and pass back and forth using the actual Ball. Demonstrate how everything shown before will still remain the same (cues). Instruct the players to go back to their respective sides of the court from the previous drill and give each court a cage ball to practice with (Image 4). **DEFENSE**Have one court set up with the other students standing in their spots from Image 1. Tell the students that they need to make sure the ball does not touch the floor before one of their teammates gets it or all opposing teams gets a point. Any player can catch the ball using any body parts necessary. Once the ball is caught, the team that caught it creates a “Stop Sign Shape” evenly underneath the ball, holding it up for the server. The only rule is that the same person cannot serve it twice in a row.Allow both volleyball courts to play continuously within their boundaries. Do not keep score at this point.  | HITTING-“Palms to the ceiling or Palms together.”“Use both arms together.” CATCHING-(holder)“Squat body below ball!”Continue Previous Cues… | 1) x= Studentsx x x x x xTx x x x x xx x x x x x TStudents will stand on the baseline of volleyball and with the balls in a hoop during demonstration and instruction. 2) xx x  xX x TThey will then get into groups of three of their choice and line up with their ball, one on the baseline and the other two with the ball on the 10-foot line. Assign one of the students with the ball to be the holder (x). This player will hold the ball for the hitter (x) as previously demonstrated. Third person on baseline (x) will just catch the ball served from the hitter.NOTE: the players must stand at least 6 feet from each other.3)  x xx x x x xTHave one group per volleyball court side. (**4 Total**)4) x  x x xx x xx x x x xx xTStudents can use the entire volleyball court to play. Cones will be set up on the corners of the volleyball court to emphasize the boundaries.Defensive Position  X X X X X X XX = Server | Use beach balls for the students to get the feel of the lightness of the cage ball and so the students do not get injuried. Emphasize hitting the beach ball controlled and in the air at group member. No Spiking! (In the air or straight out but not down)Emphasize boundaries so that the players do not collide with the other players on the other court. Reinforce the importance of control and spatial knowledge so that no one gets hit by the server.  |
| **Activity- KINBALL**The students will now play a game of Kin-Ball using the designated area of the gymnasium. Call the students back to their spots from Image 1. Tell the students that they will be playing with their designated 7 from the previous drill. Team 1 gets yellow pennies. Team 2 gets Green Pennies. Team 3 gets purple or blue pennies, and team 4 wears none. Review the rules and continue repeating the previous cues. **RULES****The hit (serve):**  A player cannot hit twice in a row.  The hitter must say “OMNIKIN®” and the color of an opposite team before hitting the ball.  The ball must be hit at a minimum of 6' in distance.  The ball must have an outward or upward slope; never in a downward slope.  Three members of the same team have to be in contact underneath the ball before the serve.  Once your team has had three contacts with the ball, the server has only five seconds to hit. **The court limits:**  The walls.  The ceiling.  All fixed objects (like basketball hoop). **Scoring:**  Whenever a team commits a fault (like letting slip the ball), the other two teams get one point each. **Voluntary obstruction:**  A point is given to the other teams if a player blocks another player intentionally. **Involuntary obstruction:**  No points are given; the team who has hit must hit again.**This is a time-regulated game**; three periods of 15 minutes. If there is a tie at the end of the game, continue until there is a winner. (In Class 1-2 Periods only)Allow the students to continue play for designated amount of time. Watch for errors, correct when needed. After designated amount of time, stop game and have the students return the ball to the sideline and get a drink.After the break, instruct them to go back to their Image 1 positions. **Blanket Ball Volleyball -** Students will now transition into the next game. The students will use their lines from Image 1 as teams for the second activity.**Pass**: Blanket is lowered and rises quickly to “throw” the ball to another pair or over the net. **RULES/DIRECTIONS**. - Ball is hit into the air by one player on the serving team to initiate the game. - The team on opposite court must catch the ball with the blanket before it hits the floor.- The team has two passes on its side before it must be passed back over to the other side- The game will be played to 15 points, rally scoring like volleyball. - Both hands must be in contact with the blanket at all times. - Variations include play off a wall or allowing one bounce. Let students do continuous play while repeating cues. As class time winds down, instruct the students to stop and return the blanket to the middle of the court. Send students back to Image 1 locations.NOTE: Be prepared to make changes during game. (i.e. adjust teams, players, etc.)**Closure -** (Image 1 locations) Ask them some of the concepts they learned in class today. Be certain to repeat all answers given so that all students will retain the knowledge. Some answers you should expect to receive:- Passing Cage ball with hula hoop.- Kin-Ball rules (i.e. catch, serve, etc.)- Communication with team mates.  | “Squat underneath to hold for server”SERVE-“Palms together”“Hands Palms up”“Lower and lift blanket quickly” (pass)“Keep both hands on blanket”“Communicate with your team! Count to three and then toss the ball” | xxxx xxxxxxx xxxxx xxx xxxx xxx xxTUse the designated break to set up the volleyball nets for the next activity.5) Set up both volleyball courts in this arrangement. B blanket blanket | Tell the students not to hit other players while serving or while they are serving. If anyone intentionally injuries another during the game, they will be sat out of the game. Closely monitor the game to make sure that students are obeying the safety rules and are correctly performing cues without injury (i.e. squatting under ball).Only use blanket to pass, do not hit or injure another student.  Closely monitor the two games to make sure there are no safety infractions and that everyone is using their head!  |

**PA and National Standards met with this lesson:**

PA 10.4.9A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

PA 10.5.9B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.

* response selection
* stages of learning a motor skill(i.e. verbal cognitive, motor,automatic)
* types of skill (i.e. discrete, serial, continuous)