

**Intro to Volleyball Overhand Serve**  
**Using Information Text and Citing Textual Evidence in Physical Education**  
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**Purpose of this model lesson/activity**

For HPEC: Participants will see how Physical Education can SUPPORT Common Core through the skills and techniques utilized to teach Physical Education Content.

For students: To identify and provide feedback on the critical elements of an overhand volleyball serve.

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**Grade: 6**

**Physical Education Content Standard:**

1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

2.4 Provide feedback to a partner to assist in developing and improving movement skills.

**Criteria for Competence:** *How will students know they have been successful?*

1. Students observe and identify proper demonstration of critical elements of an overhand volleyball serve.
2. Students observe and identify incorrect demonstration of critical elements of an overhand volleyball serve.
3. Students give feedback on critical elements of the overhand serve to their partner/group.

**CCSS Standard(s):**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Informational text used:**

- Video
- Real-time performance observation
- Checklist

**Evidence required:**

**Evidence students can....**

Students will demonstrate the ability to observe an overhand volleyball serve and provide feedback to the performer on the critical elements for a mature overhand serve.

**Formative assessment tool(s):**

- Tri-Shares
- Thumb-o-meter
- Teacher observation of coach's feedback
- Checklist
- Exit Ticket

**Instructional strategies:**

- Same as above

**Lesson/learning activity Description**

Get participants into groups of 3. Hand out blank check lists. Have each person fill in as many critical elements of a mature overhand volleyball serves as they can on their own.

Tri-Share with a group of 3 what the critical elements of a mature overhand volleyball serve are, and fill in/edit on the blank form with pictures.

Watch video of me highlighting some of the critical elements of the volleyball serve and then allow time to fill in/correct some of the critical elements. Encourage them to take notes on their form if necessary.

Hand out check sheets (in sheet protector with pen on a clipboard) and have students review and make sure they understand what each critical element is, and what it is supposed to look like.

Watch video clips of serves and practice filling out the check sheet. Take time to debrief what they saw with another group. Only have them watch one phase of the serve at a time to focus on the critical elements individually. Check for understanding with the thumb-o-meter.

Have the group of 3 take the check sheet with them and get one ball. Each person in the group of 3 will have a job (server, coach, retriever.) Each person will play each role so it doesn't matter where they start. The servers should stand on a designated line. Coaches should stand in a position near them that allows them to see the server perform the critical elements. Retriever should stand an appropriate distance (on the other side of the net if there was one.) Server will serve 15 times. They should check the ready position before each serve and give corrective feedback if necessary before the service attempt. Once correct ready position is

established, the coach should tell the server which critical element they are watching for. After each serve (while the ball is being retrieved) the coach should provide feedback to the server on whether or not the critical element was demonstrated correctly during that performance.  
Rotate jobs after the server has completed AND RECEIVED FEEDBACK on 14 serves.

If time allows after each person has served 14, rotate again and have the server identify one critical element they would like the coach to watch (It should be one they received corrective feedback on during the initial round.) Serve 5 additional times and the coach should provide feedback on the chosen critical element. Continue rotating, serving and providing feedback.

Exit ticket: Based on the feedback you received on my overhand serve today, which critical elements do you need to focus on next class.

(Equipment needed: Projector, computer, blank checklists, pencils, checklists, expo markers, clipboards, exit tickets. )