



Australian Government
Australian Sports Commission



Volleyball lesson plans

Eight curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Volleyball Australia to develop 8 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 to 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in volleyball over the 8-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of volleyball.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson.
- Skill focus – skills to develop.
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson.
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas – a range of easy to use and adaptable assessment ideas.

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment.
- Student peer assessment.
- Teacher assessment rubric.
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.
- Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make the sport accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.

- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game and play movement.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure a safe distance that is at least 2-3m from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Avoid uneven and un-mown surfaces if playing outside.
- Make sure there is enough space between students standing side-by-side in case throws, digs and setting are not accurate.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students develop fundamental movement skills. Please use the colour coding to determine the suitability of the lessons for each year level. Years 3 and 4 are identified with the colour green and Years 5 and 6 have been identified with the colour red.

| | |
|---------------|---------------|
| Years 3 and 4 | Years 5 and 6 |
|---------------|---------------|

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4M08

Apply rules and scoring systems to promote fair play when participating or designing physical activities

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

Relevant content descriptions

AC9HP6M01

Adapt and modify movement skills across a variety of situations

AC9HP6M02

Transfer familiar movement strategies to different movement situations

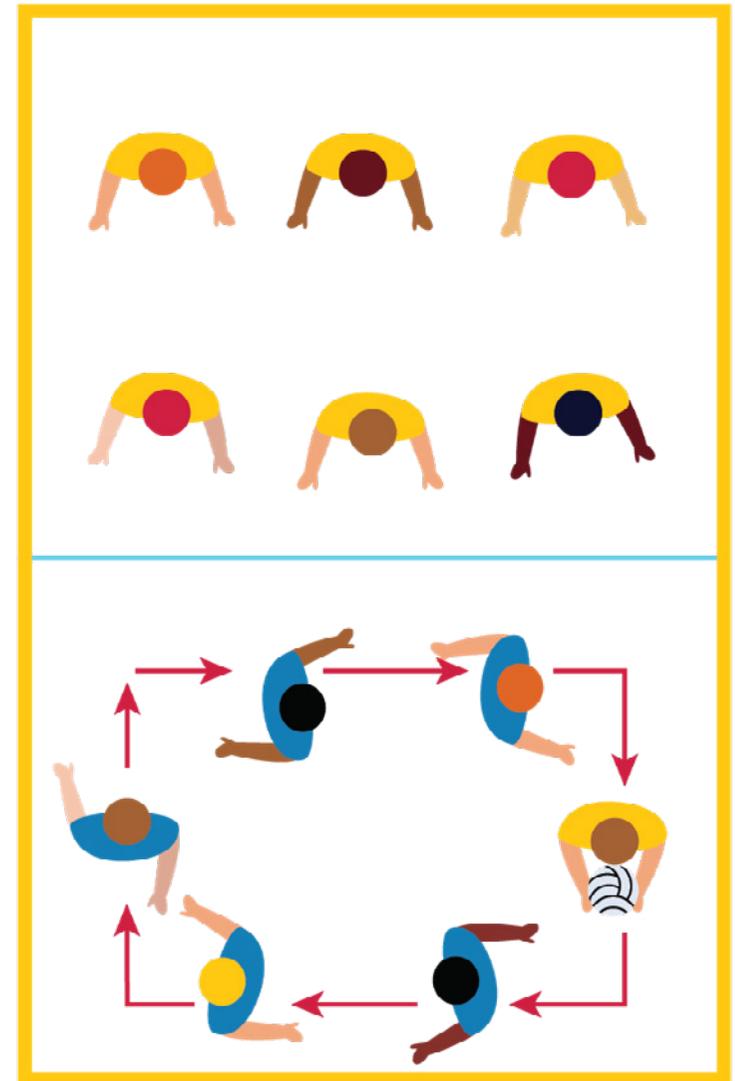
AC9HP6M09

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.

RULES

SUMMARY

- Volleyball is an international sport, played by 2 teams of 6 students who hit a ball over a net to each other, mainly using their hands and forearms.
- Each team is allowed no more than 3 consecutive touches to return the ball over to the opposition's side.
- A single student cannot take consecutive hits.
- The object of the game is to score points by winning a rally.
- A rally is won when:
 - the ball is not returned over the net within 3 hits
 - the receiving team lets the ball hit the ground
 - a student makes contact with the net
 - the returned ball lands outside the court boundaries.
- The winner of each rally not only scores a point, but also the right to serve to start the next rally.
- Students rotate clockwise after winning the right to serve so that everyone gets a chance to serve.
- A game of volleyball usually consists of the best of 5 sets.
- The first team to 25 points wins the set, as long as they are ahead by 2 points.
- Teams change ends after each set.



MINI VOLLEYBALL RULES

Mini volley is a modified version of the game that is suitable for primary school-aged children.

The game is played by the following rules:

- Play with 2 teams of 4 students.
- Play on a court of 13m x 6.5m, with the net at a lower height of 2m.
- Play with a size 4 volleyball.
- A rally is won in line with the conditions outlined in the rules above.
- If a student wins 3 serves in a row, everyone rotates.

PLAYING FIELD

- Where this book refers to a volleyball net, it is possible to use similar objects and concepts such as a rope or a no-go zone. If using a rope, tie coloured ribbons to the rope to make it more visible.
- Where activities are held on a volleyball court or an area of similar size, it is best to have no more than 12 students per court.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- volleyball nets or ropes
- a variety of balls and throwing objects
 - size 4 volleyballs
 - tennis balls
 - balloons
 - beach balls
- a variety of targets
 - skittles
 - wickets
 - mats
 - buckets
 - hoops
- blankets or sheets
- tape or chalk
- bibs or sashes.

BASIC SKILLS

HITTING AND PASSING

Hitting and passing in volleyball involves: setting, digging, spiking and serving.

- When setting, students:
 - keep the ball above eye level
 - have both hands above their forehead, with palms facing the sky
 - contact the ball with only the fingertips
 - keep wrists and fingers strong
 - push the ball out with their fingertips from in front of their forehead and follow through
 - deliver it to a team mate so they can perform a spike.
- When digging, students:
 - have hands clasped with thumbs together
 - keep their arms straight and elbows locked
 - keep their arms relatively still throughout
 - make contact with the ball by straightening the legs or taking a final step towards the ball
 - allow the ball to bounce off the lower forearms, just above the wrist.

- When spiking, students:
 - jump near the net
 - turn their body towards where the ball is to be spiked
 - hit the ball hard from above to drive it into the opponent's court
 - use an open hand with fingers firmly together
 - follow through with their hitting arm across the body.
- When serving, students:
 - rest the volleyball in the palm of one hand, holding it on the other side of their body so that it is in front of their striking hand
 - hit the ball with the palm of the hand, with an open or closed fist
 - keep the wrists and fingers of their striking hand strong at the point of contact
 - may serve underarm or overarm.

Setting



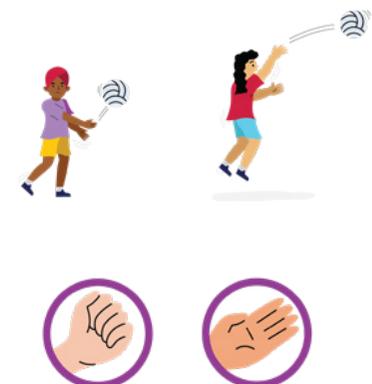
Digging



Spiking



Serving



BASIC SKILLS

BLOCKING

Blocking in volleyball is a defensive action.

Coach students through the following techniques:

- To block, students:
 - position themselves at the net, staying close to the opposition's line
 - keep their knees bent, ready to jump
 - jump above the net height, keeping off the net
 - use their hands or arms to stop the ball from crossing the net into their court
 - face fingers downward so when the ball rebounds, it is directed towards the ground.



LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce movement skills of hitting and passing using the appropriate technique.

To enable students to apply the Sport Specific Skills of hitting and passing in different positions on the court.

For students to show self-control when participating in the lesson.

Skill focus

- Hitting and passing

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked.

Equipment

- Marker cones
- One stopwatch
- One volleyball per group of 3
- One volleyball net or rope per court
- One blanket or sheet per group of 6
- Bibs

Activities

STORK TAG

UNDERARM RETURN RELAY

KEEP THE BALL UP

BLANKET BALL

HERE, THERE, NOWHERE

WHAT DID YOU LEARN?

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

STORK TAG

SUMMARY

Taggers chase runners. If runners are tagged, they stand on the spot, on one leg like a stork. Play with groups of 8 or more.

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One volleyball per group of 4
- Bibs

CHANGE IT

- Tagged runners can set or dig the ball to another student to free themselves.
- If that student does not catch the ball, the tagged runner is not freed.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 8 or more: taggers and runners.

Taggers

- Start with 2 or more taggers who are wearing bibs.
- Taggers chase runners and try to tag them.

Runners

- Half the runners have balls.
- If runners are tagged, they have to stand on the spot in a stork stance.
- Tagged runners can be freed by catching a ball from an underarm throw from a fellow runner.
- Either a stork or a free runner can throw the ball.
- If the ball is dropped in the underarm pass, both students become storks.
- The game stops after a set time or when all the runners are tagged.



UNDERARM RETURN RELAY

SUMMARY

Students run to a point, return and on the way back pick up a ball and throw it underarm to the team mate next in line. Play with teams of 4 or more.

Skill focus

- Hitting and passing

Details

Warm-up
15 minutes

Equipment

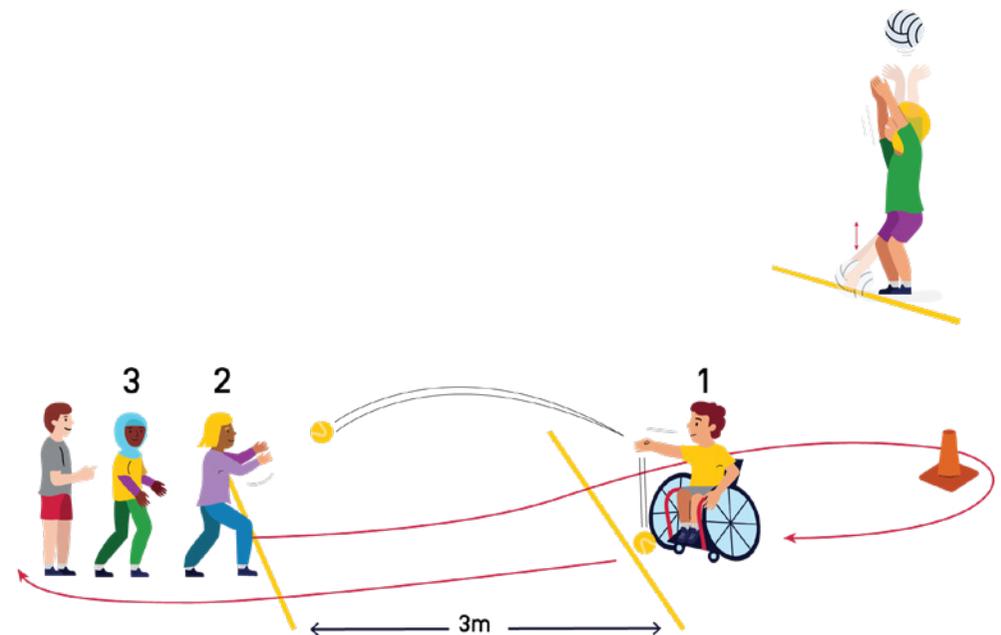
- Marker cones
- One volleyball per group of 4

CHANGE IT

- Students throw the ball up in the air and catch it 3 times.
- Students set the ball to themselves while walking to the turning point and back.

What to do

- Define a starting line, a midway line and a turning point with marker cones.
- Form teams of 4 to 6 and have students line up behind the starting line.
- Place a ball on the midway line for each team.
- On your call, Student 1 runs around the turning point and back, picking up the ball on the midway line.
- At the pick-up point, students do one of the following actions:
 - Student 1 sets the ball to themselves 3 times.
 - Student 1 tosses the ball to Student 2 who digs or sets it back to Student 1.
 - Student 1 serves the ball underarm back to the next team mate in line, who serves it back.
- Student 1 throws the ball underarm to Student 2 and joins the end of the line.
- Student 2 runs to the midway line, places the ball and continues to the turning point, then runs back, picks up the ball and throws it underarm to Student 3.
- Continue until Student 1 is back at the head of the line.



KEEP THE BALL UP

SUMMARY

Students try to keep a ball off the ground by passing it to each other. Play with groups of 3 or more.

Skill focus

- Hitting and passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One volleyball per group

What to do

- Define the playing field using marker cones.
- Divide students into groups of 3 or more.
- Students keep the ball in the air by passing it to one another.



CHANGE IT

- Change the type of pass.
- Change the type of ball used.
- Students cannot catch the ball and instead must pass immediately.
- Add a time limit for a set number of passes.

BLANKET BALL

SUMMARY

The ball is passed between teams over a net or no-go zone with one team using a blanket. Play with teams of 6 or more.

Skill focus

- Hitting and passing

Details

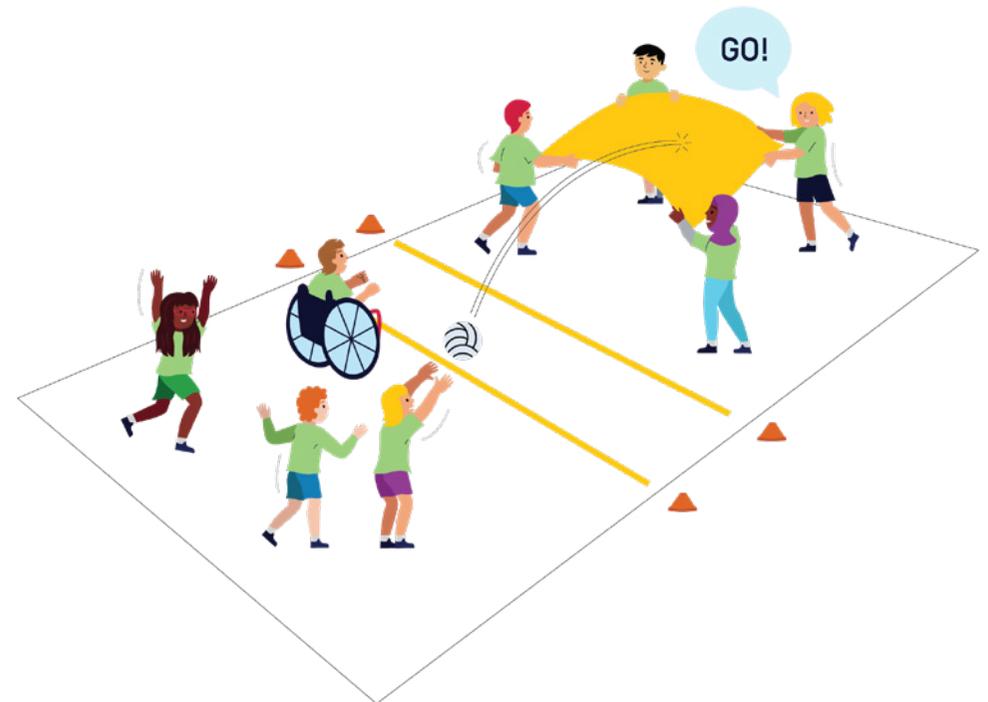
Skill development
15 minutes

Equipment

- Marker cones
- One volleyball per group
- One blanket or sheet per group

What to do

- Define the playing field using marker cones.
- Set up a net or no-go zone.
- Divide students into 6 or more.
- Each team practises tossing and catching their ball in their blanket.
- Then, the ball is passed between teams without a barrier, with one team using their blanket.
- The receiving team tries to keep the ball off the floor by setting it or tossing it back over.
- Then, a net or no-go zone is introduced.
- Alternate so both teams work without a blanket.



CHANGE IT

- The receiving team does not use a blanket and can catch the ball.
- The team with the blanket tosses and catches the ball 3 times before returning it.
- Both teams use a blanket to pass a ball to one another.

HERE, THERE, NOWHERE

SUMMARY

On your call, students run towards you [here], away from you [there], or do an activity on the spot [nowhere].

Details

Finishing up

5 minutes

Equipment

- Marker cones

CHANGE IT

- Add extra calls such as 'HIGH-5!' where students must high-5 each other and have feet off the ground when hands touch.
- Call a balance such as on one leg, one leg and one hand or 2 hands and one leg.
- Students can only move by:
 - walking
 - shuffling
 - skipping
 - jumping.

What to do

- Define the playing field using marker cones.
- Have students spread out with plenty of space in between each other.
- Explain the calls of 'HERE!', 'THERE!' and 'NOWHERE!'.
- Start slowly.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- What are two things you need to do when setting the ball to a team mate?
- What are two things you need to do when digging the ball to a team mate?

Ask the class:

- Which activity did you enjoy most in today's lesson?



LESSON 2

LESSON 2

LEARNING INTENTIONS

To practise ball handling and passing skills to team mates on the court.

To introduce setting the ball.

To resolve any disagreements peacefully.

Skill focus

- Hitting and passing

Duration

60 minutes

Area

A volleyball court or similar playing area with a hitting wall at least 3m high and 5m wide.

Equipment

- Marker cones
- One stopwatch
- One volleyball per pair
- One volleyball net or rope per court
- Tape or chalk

Activities

ALL-IN TAG

UNDERARM RETURN RELAY

KAI

REBOUND BALL

KING/QUEEN OF THE COURT

FUN ON THE SPOT

WHAT DID YOU LEARN?

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

ALL-IN TAG

SUMMARY

Students run around and tag whoever is nearest. Students who are tagged continue to tag others from a crouched position. Play with groups of 8 to 30.

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Change the size of the playing area.
- When you call, 'STATUE!', students freeze on one leg.
- Students can only move by:
 - walking
 - shuffling
 - skipping
 - jumping.

What to do

- Define the playing field using marker cones.
- Students tag whoever is nearest.
- Tagged students crouch and can continue to tag others, but can't change position.



UNDERARM RETURN RELAY

SUMMARY

Students run to a point, return and on the way back pick up a ball and throw it underarm to the team mate next in line. Play with 4 or more.

Skill focus

- Hitting and passing

Details

Warm-up
5 minutes

Equipment

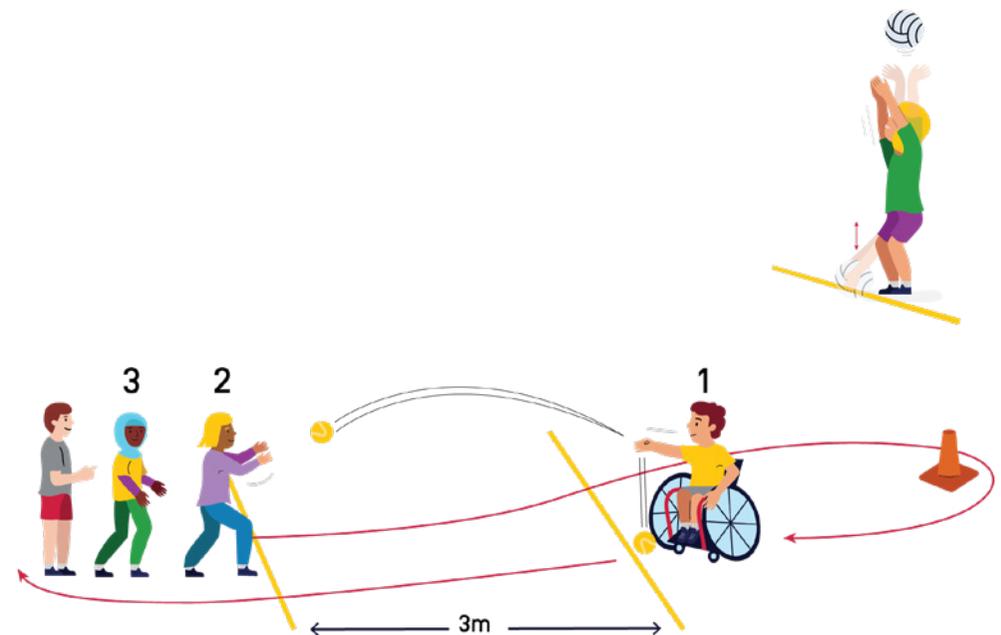
- Marker cones
- One volleyball per group of 4

CHANGE IT

- Students throw the ball up in the air and catch it 3 times.
- Students set the ball to themselves while walking to the turning point and back.

What to do

- Define a starting line, a midway line and a turning point with marker cones.
- Form teams of 4 to 6 and have students line up behind the starting line.
- Place a ball on the midway line for each team.
- On your call, Student 1 runs around the turning point and back, picking up the ball on the midway line.
- At the pick-up point, students do one of the following actions:
 - Student 1 sets the ball to themselves 3 times.
 - Student 1 tosses the ball to Student 2 who sets it back to Student 1.
 - Student 1 sets the ball to themselves 3 times, with a clap in between each set.
- Student 1 throws the ball underarm to Student 2 and joins the end of the line.
- Student 2 runs to the midway line, places the ball and continues to the turning point, then runs back, picks up the ball and throws it underarm to Student 3.
- Continue until Student 1 is back at the head of the line.



KAI

SUMMARY

Students stand in a circle and hit a ball up in the air using the setting action. Play with groups of 4 or more.

Skill focus

- Hitting and passing

Details

Warm-up
5 minutes

Equipment

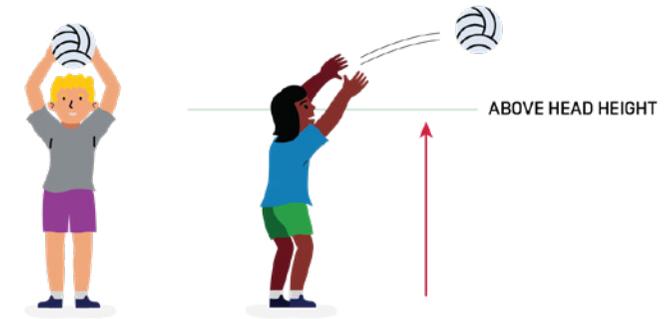
- Marker cones
- One volleyball per group

CHANGE IT

- Change the group sizes.
- Students catch and pass immediately.
- Students step backwards after each set.
- Students set to themselves 3 times before setting to a team mate.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 4 or more.
- Students stand in a circle, 1m apart.
- Students practise setting to keep the ball up, ideally above head height.
- If the ball hits the ground, students start again.



REBOUND BALL

SUMMARY

A student throws a ball at a wall and stands back for the second student to set the ball. Play in pairs.

Skill focus

- Hitting and passing

Details

Skill development
15 minutes

Equipment

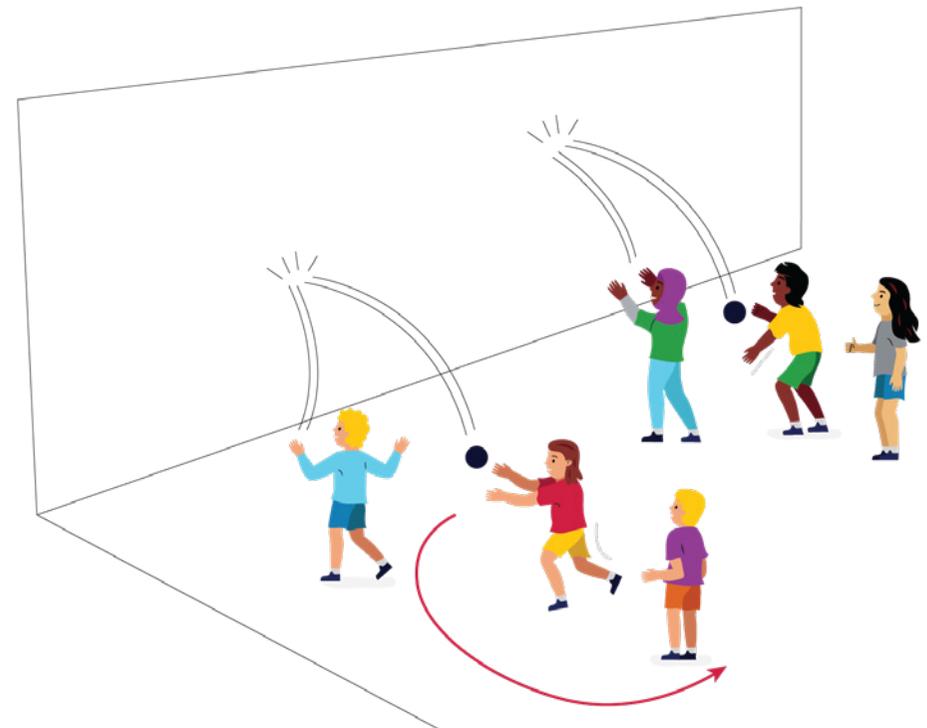
- Marker cones
- One volleyball per group

CHANGE IT

- Change the group sizes.
- Students catch and pass immediately.
- Students step backwards after each set.
- Students set to themselves 3 times before setting to a team mate.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 4 or more.
- Students stand in a circle, 1m apart.
- Students practise setting to keep the ball up, ideally above head height.
- If the ball hits the ground, students start again.



KING/QUEEN OF THE COURT

SUMMARY

Students are introduced to mini volleyball. The winning team of the rally stays on the court and becomes the King/Queen. The losing team is replaced by another team. Play with teams of 4.

Skill focus

- Hitting and passing

Details

Skill development
20 minutes

Equipment

- Marker cones
- One volleyball per group

CHANGE IT

- The ball can bounce once off the wall before a student sets it.
- Students alternate setting the ball.

What to do

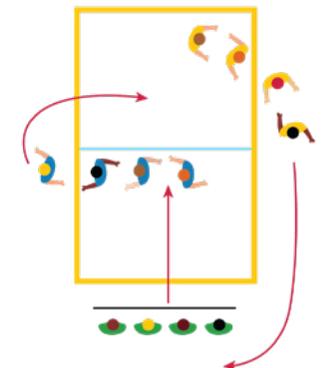
- Define the playing field using marker cones.
- Divide students into teams of 4.
- One end of the court is designated the King/Queen end.
- A student on the King/Queen team serves the ball to start the rally.
- Play with the rules of mini volleyball.
- The winner of the rally moves to the King/Queen end.
- The losing team is replaced by the next team.
- Play for a set period of time.



IF K/Q WIN



IF K/Q LOSE



FUN ON THE SPOT

SUMMARY

Short, energising bursts of fun for students with running-on-the-spot variations.

Skill focus

- Hitting and passing

Details

Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Have students spread out and start jogging slowly around the playing field.
- On your call, for 15 seconds, students do an on the spot activity that you choose.



CHANGE IT

- Have students call the variations.
- Students do arms-only activities.
- Students do dynamic flexibility activities such as swings and lunges.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Why do you think we keep the ball above eye level when we set the ball?
- Does anyone participate in another activity where you pass a ball over a net?

Ask the class:

- How did you show respect to others in today's lesson?



LESSON 3

LESSON 3

LEARNING INTENTIONS

To cooperate with and include others in games and activities during the lesson.

To practise the skill of digging the volleyball.

For students to self assess their setting skills [see the printable student self assessment on page 39].

Equipment

- Marker cones
- One stopwatch
- 15 to 20 volleyballs
- 3 to 4 hoops

Activities

[HOW MANY BEAN BAGS?](#)

[SHUTTLE BALL](#)

[PAIRS PASSING](#)

[CONTINUOUS TENNIS](#)

[BACK TO BACK PASS](#)

[WHAT DID YOU LEARN?](#)

Skill focus

- Hitting and passing

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked.

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

HOW MANY BEAN BAGS?

SUMMARY

In pairs, one student runs to a central point, collects a ball, digs or sets it to themselves, then runs back to tag their partner.

Skill focus

- Hitting and passing

Details

Warm-up
10 minutes

Equipment

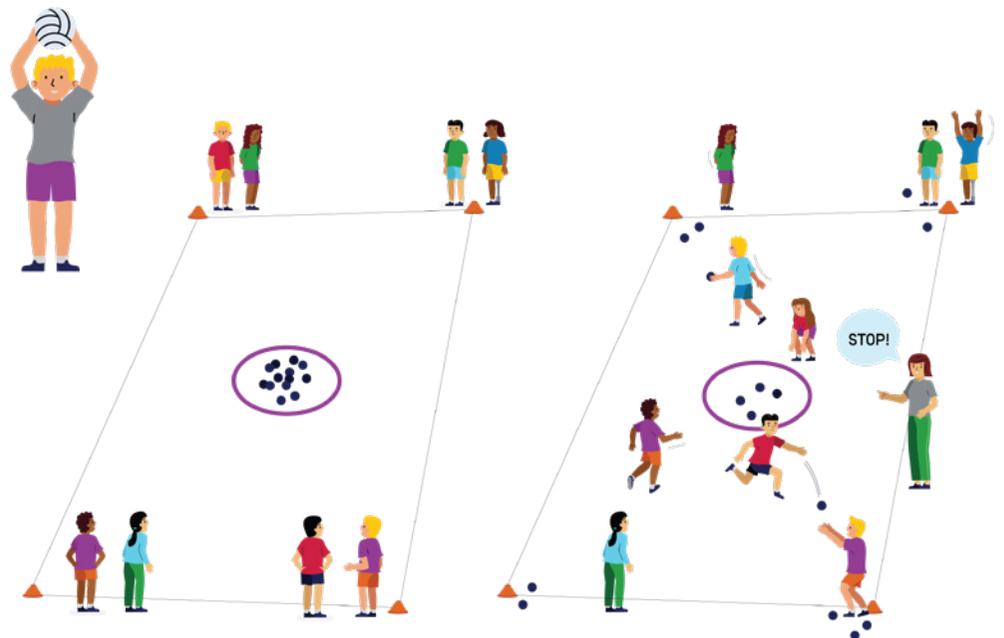
- Marker cones
- 15 to 20 volleyballs

CHANGE IT

- Student 2 throws the ball back to Student 1 so they can dig it back to Student 2.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student runs to a central point, collects a ball and either digs or sets the ball to themselves.
- They then run back with their ball and tag their partner, who continues the pattern.
- Play for a set time.
- The aim is to collect the most balls.



SHUTTLE BALL

SUMMARY

A thrower throws the ball to a receiver who digs the ball. The thrower runs to take the place of the receiver and the receiver, in turn, runs to join the back of the thrower's line. Play in groups of 3 or more.

Skill focus

- Hitting and passing

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One volleyball per group

CHANGE IT

- Students pass the ball back, instead of setting it.
- The thrower calls out a dig or set to the receiver.
- If the return dig or set is not caught by the thrower, the action is repeated.

What to do

- Define the playing field with 2 lines 3m apart using marker cones.
- Divide students into groups of 3.
- Groups stand at opposite lines.
- Student 1 throws the ball to Student 2 and then runs to Line B.
- Student 2 sets the ball to Student 3 and then runs to Line A.
- Play for a set time.



PAIRS PASSING

SUMMARY

In pairs, students dig or set a ball to one another.

Skill focus

- Hitting and passing

Details

Skill development
10 minutes

Equipment

- Marker cones
- One volleyball per pair

CHANGE IT

- Play in groups of 3 and each student must pass to a different student.
- Students can only dig or only set the ball.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- On your call, students dig or set a ball to each other for 30 seconds.
- When you call 'CHANGE!', students swap their method of passing.
- Play for a set time, then change partners.



CONTINUOUS TENNIS

SUMMARY

Students dig a ball over a no-go zone to the other team and run to the back of the line, making way for the next student to receive the ball and dig it. Play in 2 teams.

Skill focus

- Hitting and passing

Details

Skill development
20 minutes

Equipment

- Marker cones
- One volleyball per pair

CHANGE IT

- Students can catch the ball, then bounce and dig the ball.
- Students must return the ball on the full.

What to do

- Define the playing field with a no-go zone using marker cones.
- Divide students into 2 teams.
- Each team lines up on opposite ends, as shown.
- Student 1 digs the ball over the no-go zone to the other team.
- Student 1 runs to the back of their line.
- Student 2 allows the ball to bounce once and then returns it using a dig.
- Student 2 runs to the back of their line.
- Play for a set time then change teams.
- Play as a competition and score for the number of successful returns.



BACK-TO-BACK PASS

SUMMARY

In pairs, students are back-to-back and pass a ball to one another.

Details

Finishing up
5 minutes

Equipment

- Marker cones
- One volleyball per pair

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students stand back-to-back and explore different passes with the ball, which must completely change hands.
- Play for a set time or to a set number of passes.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What are three things you should do when trying to set the volleyball?
- What should you do after digging the ball to a team mate in general play?

Ask the class:

- How did you show respect to others in today's lesson?



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that reflects how you feel about each of the statements below:



Always



Sometimes



Rarely

Lesson 3 - Setting – Pairs passing activity

| | | | | |
|------------------------------------|---|--|--|--|
| Movement skills | I can keep the ball above eye level when setting. | | | |
| | I can have both hands above my forehead, with palms facing the sky, when setting. | | | |
| | I can contact the ball with only my fingertips when setting. | | | |
| Strategy and tactics | I can predict where to move when setting the ball. | | | |
| | I am beginning to start to set the ball for a team mate to spike the ball over the net. | | | |
| Personal and social responsibility | I respect others by including and listening to all team mates and apply rules and scoring systems to promote fair play. | | | |

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Circle the face that matches how you feel about each of the statements below:



Always



Sometimes



Rarely

Lesson 3 - Setting – Pairs passing activity

| | | | | |
|------------------------------------|--|---|---|---|
| Movement skills | I can set the volleyball accurately from a dig. |  |  |  |
| | I can dig the ball accurately to a setter from various positions on the court. |  |  |  |
| Strategy and tactics | I can position a set for my team mate to spike the ball over the net. |  |  |  |
| | I can set the ball to a team mate to make an attack. |  |  |  |
| Personal and social responsibility | I know when to set the ball for a team mate and when to set it over the net. |  |  |  |
| | I show appreciation by providing supportive comments to all team mates and apply rules and scoring systems to promote fair play. |  |  |  |

LESSON 4

LESSON 4

LEARNING INTENTIONS

To learn to serve the volleyball in small-sided games.

To introduce students to blocking the volleyball.

To display effort when trying new tasks.

Skill focus

- Hitting and passing
- Blocking

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked.

Equipment

- Marker cones
- One stopwatch
- 4 volleyballs per pair
- 4 tennis balls per pair
- One mat or hoop per pair
- A variety of targets
- Bibs

Activities

WARRIORS AND DRAGONS

L-O-N-G THROW

KOLAP

NO-GO

INTERCEPTOR

WHAT DID YOU LEARN?

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

WARRIORS AND DRAGONS

SUMMARY

One team, called Warriors, passes a ball to other Warriors and tries to tag another team called Dragons. If Dragons are tagged, they become Warriors. When all the Dragons are caught, the teams swap over.

Skill focus

- Hitting and passing

Details

Warm-up
5 minutes

Equipment

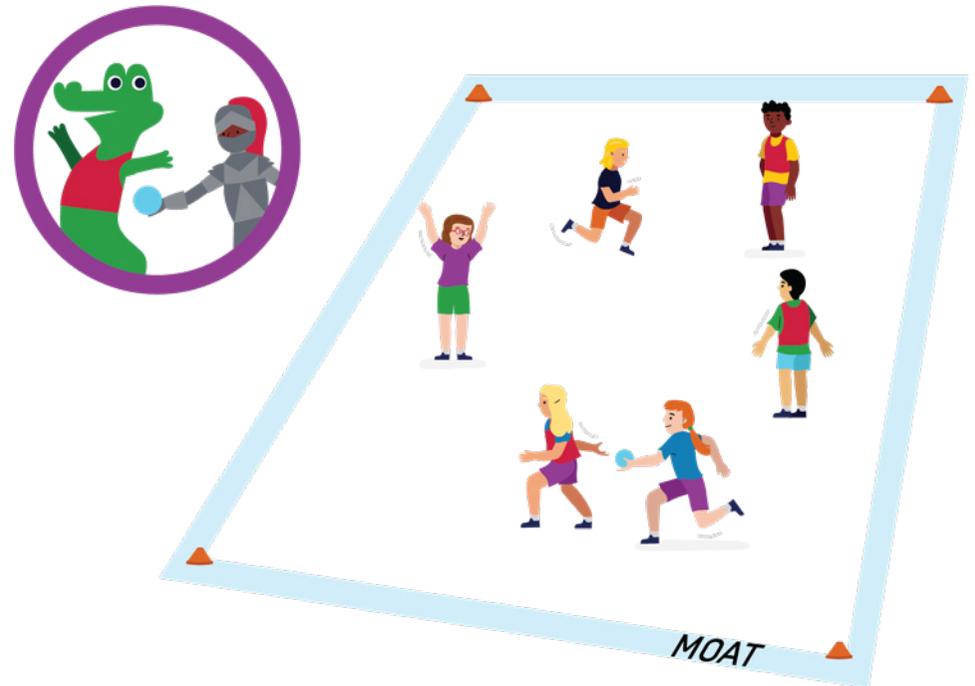
- Marker cones
- One volleyball per group
- Bibs for the Dragons

CHANGE IT

- When serving, the ball can bounce once.
- Students form a circle and serve or dig the ball across the circle to others.

What to do

- Define the playing field using marker cones.
- A moat surrounds the playing field.
- Divide students into 2 even teams: Warriors and Dragons who wear bibs.
- Warriors must pass the ball within 3 seconds, and are not allowed to step with it or throw it at a Dragon.
- Dragons cannot run into the moat.
- If Dragons are tagged, they become Warriors.
- When all the Dragons are caught, the teams swap over.



L-O-N-G THROW

SUMMARY

In pairs, students practise serving and catching the ball on the full.

Skill focus

- Hitting and passing

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One volleyball per pair

CHANGE IT

- When serving, the ball can bounce once.
- Students form a circle and dig the ball across the circle to others.

What to do

- Define the playing field using marker cones with a gate for each pair.
- Divide students into pairs.
- Students stand at equal distances from the gate, as shown.
- Students throw the ball by underarm through the gate to one another.
- If the ball is caught on the full, both students take a step back.
- If the ball is dropped, both step forward.
- The pair with the greatest distance between them at the end of the game wins.
- Repeat the game with students serving the ball by underarm.



KOLAP

SUMMARY

Students throw and serve objects onto a target.
Play in pairs.

Skill focus

- Hitting and passing

Details

Skill development
10 minutes

Equipment

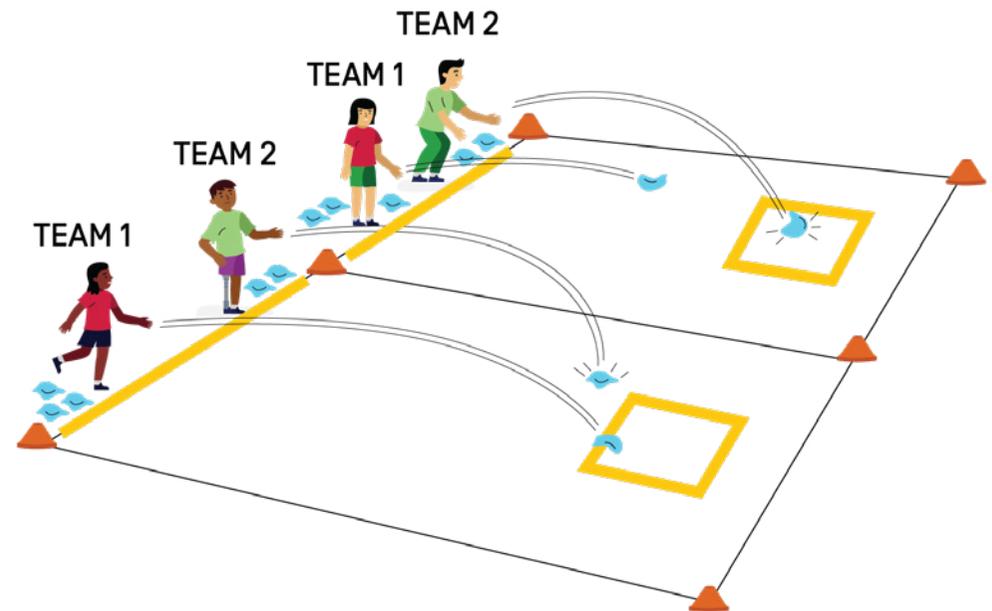
- Marker cones
- 4 volleyballs per pair
- 4 tennis balls per pair
- One target per pair

CHANGE IT

- Students can only serve, not throw.
- Change the size of the targets.
- Change the distance to the targets.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students start with tennis balls.
- The first student throws 4 tennis balls to try and land on the target. The second student then goes.
- Students then play with volleyballs and aim to bounce the ball, using an underarm throw, to land on the target.
- Students then repeat with an underarm serving action.



NO-GO

SUMMARY

In teams, students serve the ball across a no-go zone. Play with teams of 3 or more.

Skill focus

- Hitting and passing

Details

Skill development
20 minutes

Equipment

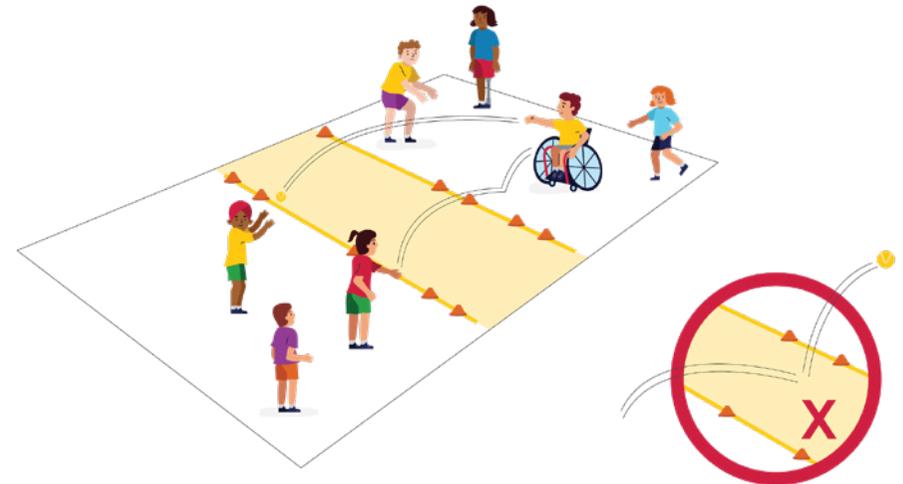
- Marker cones
- One volleyball per group

CHANGE IT

- Change the distance from the no-go zone that students must serve from, for example, from near the no-go zone or the back line.
- Play with uneven teams.
- The receiving team digs the ball to another team mate who must catch it to score a point.
- The receiving team must successfully dig, then set, then catch to score a point.

What to do

- Define the playing field with a no-go area in the centre using marker cones.
- Divide students into teams of 3 or more.
- Each team takes up positions on either side of the no-go area.
- Students must serve the ball underarm or overarm across the no-go barrier.
- Once served, the opposing team must catch the ball on the full or after one bounce and send it back.
- Students must catch and throw in one movement.
- Play for a set time or to an agreed number of points.



INTERCEPTOR

SUMMARY

In teams of 3, 2 students pass to each other, avoiding interception.

Skill focus

- Hitting and passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One volleyball per group

What to do

- Define the playing field using marker cones.
- Divide students into teams of 3: 2 passers and one interceptor.
- The 2 passers serve by underarm to each other and try to keep possession of the ball.
- The interceptor tries to block or catch the serve.
- Play for a set time or to a set number of points, with one point scored for each intercept.
- Rotate roles.



CHANGE IT

- Students serve by overarm.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- When serving the volleyball, what do you need to do with your hands and arms?
- What did you enjoy about today's lesson?

Ask the class:

- What challenged you today?



LESSON 5

LESSON 5

LEARNING INTENTIONS

To introduce the skill of spiking the volleyball over the net.

To refine and apply setting the volleyball to enable a team mate to spike the ball.

To get along with others while participating in the lesson.

Skill focus

- Hitting and passing

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked

Equipment

- Marker cones
- One stopwatch
- 4 volleyballs per group of 3
- One bucket and hoop per group of 3
- One skittle per student
- Tape or chalk

Activities

[HIT THE SQUARE](#)

[BUCKET AND HOOP](#)

[CONTINUOUS TENNIS](#)

[KOOLCHEE](#)

[LOW 5S, HIGH 5S](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

HIT THE SQUARE

SUMMARY

Pairs of students on opposite sides of a square pass a ball by bouncing it. Play in groups of 4.

Skill focus

- Hitting and passing

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One volleyball per pair
- One target per group of 4

CHANGE IT

- Change size of the target.
- One student lobs the ball up for the hitter to spike at the target.

What to do

- Define the playing field into squares using marker cones.
- Each square has a target in the middle.
- Divide students into pairs.
- Pairs stand on opposite sides of a square.
- Students bounce the ball from head height, trying to hit the target.
- Then, students practise spiking by tossing the ball above their heads and hitting it onto the target.
- Challenge students to see whose ball bounces the highest after they have spiked it.



BUCKET AND HOOP

SUMMARY

From a throw, a ball is spiked to hit a target to score points. Play in groups of 3.

Skill focus

- Hitting and passing

Details

Skill development
10 minutes

Equipment

- Marker cones
- 4 volleyballs per group of 3
- One hoop per group of 3
- One bucket per group of 3

CHANGE IT

- Change the number of targets.

What to do

- Define the playing field using marker cones.
- Set up a bucket and hoop as targets.
- Divide students into groups of 3: a feeder, a spiker, a collector.
- Feeders toss the ball above the head height of the spiker.
- Spikers spike the ball and try to hit the target.
- Spikers get 5 points if their ball goes into the bucket, 3 points if their ball goes into the hoop and 1 point if their ball goes into the playing area.
- Collectors collect balls and return them to the feeder.
- Total the score and rotate after 6 spikes.



CONTINUOUS TENNIS

SUMMARY

Students spike a ball into the no-go zone and run to the back of the line, making way for the next student to spike it back. Play in teams of 4.

Skill focus

- Hitting and passing

Details

Skill development
20 minutes

Equipment

- Marker cones
- One volleyball per group

CHANGE IT

- Change the size of the no-go zone.
- Student 2 catches the volleyball first, then spikes it into the no-go zone.
- Award a point if the spike lands in the no-go zone.

What to do

- Define the playing field with a no-go zone using marker cones.
- Divide students into teams of 4.
- Student 1 spikes the ball into the no-go zone.
- Student 2 spikes it back into the no-go zone and so on.
- Play cooperatively for the first 10 minutes.
- Rotate groups.
- Play competitively for the remaining 10 minutes.
- Points are scored when the receiving team is unable to return the ball.



KOOLCHEE

SUMMARY

Students spike the ball, trying to knock over their partner's target. Play in pairs.

Skill focus

- Hitting and passing

Details

Skill development
10 minutes

Equipment

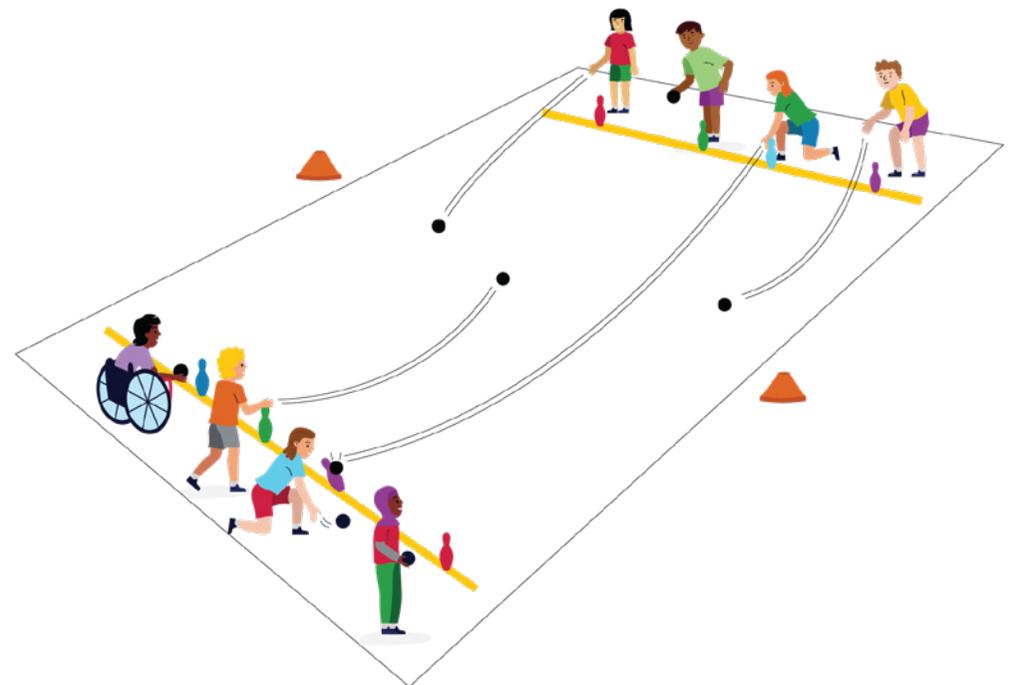
- Marker cones
- One volleyball per pair
- One target per pair

CHANGE IT

- Play as a team game with teams of 4 to 6. Targets are placed 2 to 3m in front of each team. The winning team is the one that knocks down all the opponent's skittles. Teams avoid hitting their own skittles. Students may 'defend' their own skittles by rolling koolchees to hit other koolchees that might knock over their own targets.
- Students can use an overarm throw or a push from above the shoulder.
- One student lobs the ball up for the hitter to spike at the target.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- To warm up, students can roll their balls (koolchees), trying to knock over their partner's target.
- Students then spike the ball.



LOW 5S, HIGH 5S

SUMMARY

Students perform the nominated low 5s or high 5s with 4 other students.

Skill focus

- Hitting and passing

Details

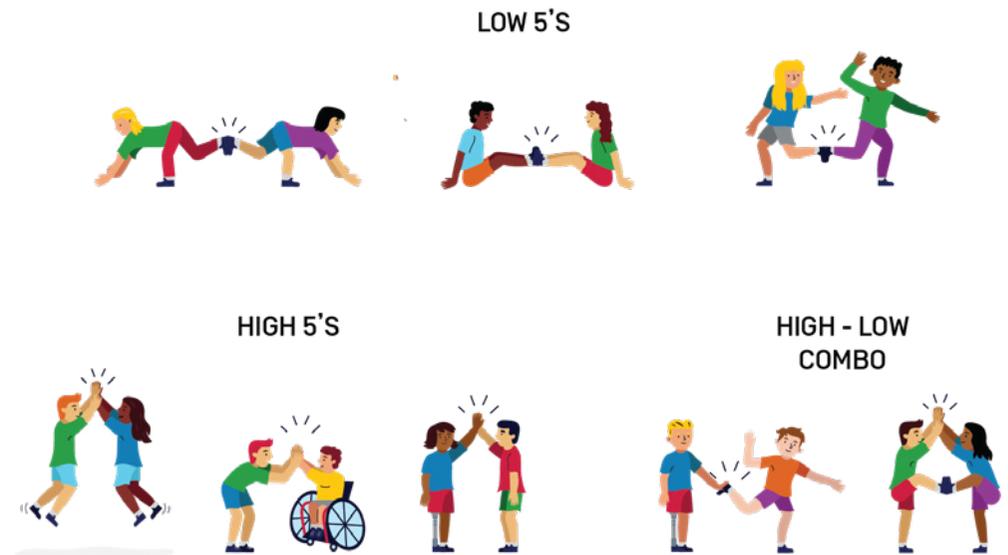
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Have students spread out.
- On your call, students either do low 5s or high 5s with 4 other students.
- Variations are fine.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What can you do to accurately hit and pass the volleyball to a team mate?
- When you have hit or passed the volleyball, what can you do to ensure your team hits the ball over the net?

Ask the class:

- What activities did you enjoy in today's lesson?



LESSON 6

LESSON 6

LEARNING INTENTIONS

To introduce the skill of blocking an opposing team's hit over the net.

To introduce and practise defending in volleyball.

For students to peer assess their blocking skills [see the student peer assessment on page 64-65].

Skill focus

- Hitting and passing
- Blocking

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked.

Equipment

- Marker cones
- One stopwatch
- One volleyball per student
- One volleyball net or rope per court

Activities

NAMES

THROW, THROW, THROW

ZONE BALL

SPACE BALL

LOW 5S, HIGH 5S

WHAT DID YOU LEARN?

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

NAMES

SUMMARY

All students stand in a circle and pass a ball to each other, avoiding interception. Play in groups of 6 to 8.

Skill focus

- Hitting and passing
- Blocking

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One volleyball per

CHANGE IT

- Students dig, set, serve or spike the ball to each other.
- The interceptor must block the ball with their hands.
- Change the number of interceptors.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 6 to 8.
- All students but one stand in a circle and cannot move.
- The one interceptor, stands in the middle and can move.
- Students on the circle throw the ball to each other, calling out the name of the receiver.
- If the ball is intercepted, the thrower changes places with the interceptor, or changes after 4 throws.



THROW, THROW, THROW

SUMMARY

In 2 teams, students throw balls over to the other side as quickly as possible. One interceptor from each team tries to block them [see the printable student peer assessment on page 65].

Skill focus

- Hitting and passing
- Blocking

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Change the size of the no-go zone.
- Students must serve or spike the ball.

What to do

- Define the playing field with a no-go zone using marker cones.
- Divide students into 2 teams of equal size.
- Teams face each other on opposite sides of the no-go zone.
- Students can serve, lob or pass the ball across the no-go zone to the other team.
- One interceptor from each team stands in the no-go zone and tries to block the balls with their hands.
- Play for a set time.
- After a set period, balls are counted to see who has the fewest.
- Rotate roles.



ZONE BALL

SUMMARY

In 2 teams, students practise defending and preventing balls from landing in their zone by digging, setting or spiking them away. Play in teams of 3 or more.

Skill focus

- Hitting and passing
- Blocking

Details

Skill development
15 minutes

Equipment

- Marker cones
- 3 to 4 volleyballs per group

CHANGE IT

- Defenders may catch the ball before digging, setting or spiking it out of their zone.
- Change the number of balls.

What to do

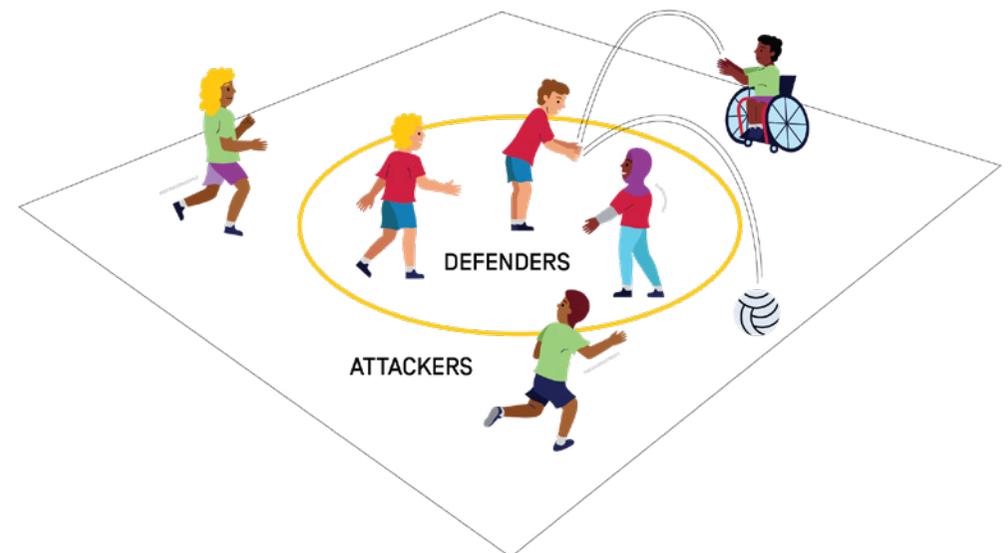
- Define the playing field with a circle in the middle using marker cones.
- Divide students into teams of 3 or more: attackers and defenders.
- Play for a set time, then rotate roles.

Attackers

- Attackers stay outside of the circle.
- They serve the ball either underarm or overarm, trying to have them land in the circle.

Defenders

- Defenders stay inside the circle.
- They defend their zone by digging, setting and spiking balls away.



SPACE BALL

SUMMARY

Two teams are on a court and serve, return and block the ball over a net. Play with teams of 6 or more [see the printable student peer assessment on page 64].

Skill focus

- Hitting and passing
- Blocking

Details

Skill development
15 minutes

Equipment

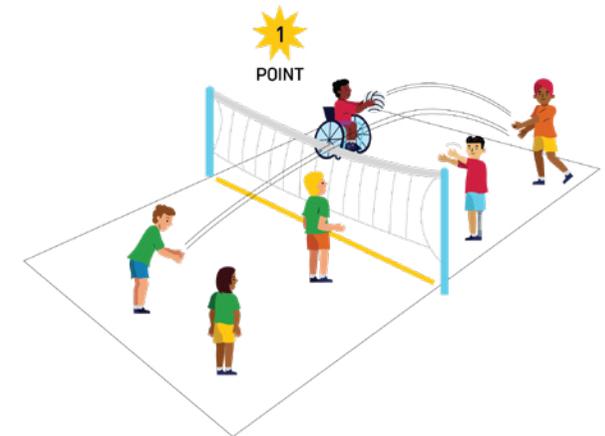
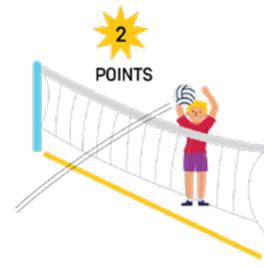
- Marker cones
- One volleyball per group
- One volleyball net or rope per court

CHANGE IT

- Students may serve the ball close to the net.
- The ball is allowed to bounce once.
- The receiving team must dig, set and catch the ball before returning it.
- Play using mini volleyball rules. Teams score 2 points if they win a rally using a block.

What to do

- Define the playing field using marker cones, with a net or rope set up.
- Divide students into teams of 6 or more: servers and defenders.
- Servers send the ball over the net.
- Defenders try to keep the ball off the ground by catching it or blocking it.
- Play for a set time, then rotate.



LOW 5S, HIGH 5S

SUMMARY

Students perform the nominated low 5s or high 5s with 4 other students.

Details

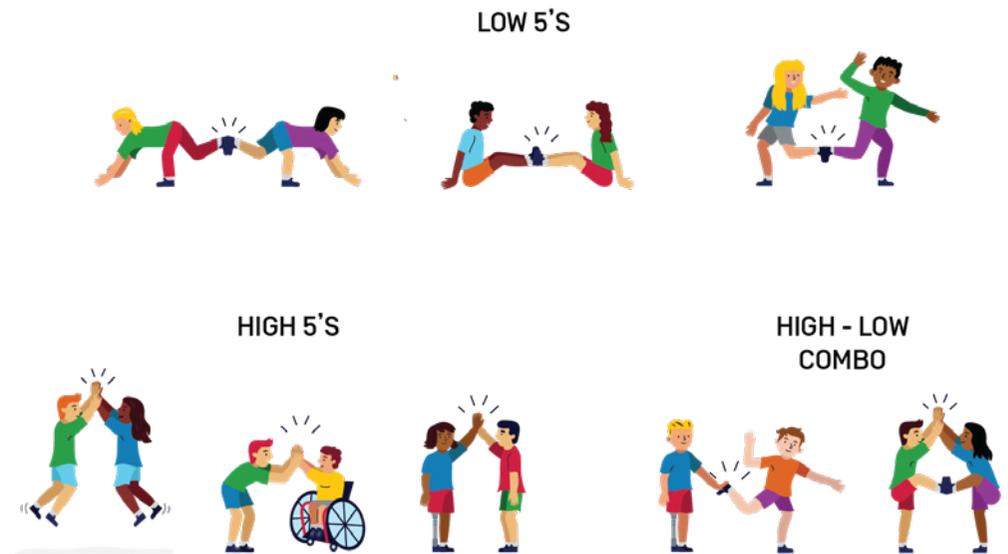
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Have students spread out.
- On your call, students either do low 5s or high 5s with 4 other students.
- Variations are fine.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What feedback was most useful when your partner assessed your blocking?
- Was there anything that challenged you today?

Ask the class:

- How did you feel before you came to PE? And how do you feel at the end?



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit focus – Volleyball

Lesson 6 – *[small, lighter ball]* – Throw, throw, throw – block

Any areas for improvement?

Movement skills

Watch another student undertake multiple blocks for 2 minutes and record how they go with each skill component below:

| Skill | Keep trying | Almost there | Got it! |
|--|-------------|--------------|---------|
| Positions themselves near the net or in the no-go zone. | | | |
| Keeps their knees bent, ready to jump. | | | |
| Uses their hands/arms to stop the ball crossing the net or no-go zone. | | | |

Feedback on movement skills

| Skill | Keep trying | Almost there | Got it! |
|---|-------------|--------------|---------|
| Can move into position quickly. | | | |
| Can jump above net height without touching it. | | | |
| Can raise their arms and hands above their head to try to block the ball. | | | |
| Keeps their fingers facing downwards to direct the ball towards the ground. | | | |

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Unit focus – Volleyball
Lesson 6 – Space ball – blocking

Any areas for improvement?

Movement skills

Watch another student undertake multiple blocks for 2 minutes and record how they go with each skill component below:

| Skill | Keep trying | Almost there | Got it! |
|---|-------------|--------------|---------|
| Positions themselves near the net when defending. | | | |
| Bends their knees to reach above the net to block the ball. | | | |
| Uses their hands/arms to stop the ball crossing the net. | | | |

Feedback on movement skills

| Skill | Keep trying | Almost there | Got it! |
|--|-------------|--------------|---------|
| Knows when the block can be played and moves into position quickly. | | | |
| Can jump above net height without touching it. | | | |
| Can raise their arms and hands into a position that is in line with the direction of the ball. | | | |
| Keeps their fingers facing downwards to direct the ball towards the ground. | | | |

LESSON 7

LESSON 7

LEARNING INTENTIONS

To provide an opportunity for students to apply the specific skills, rules and tactics of mini volleyball in a range of modified team activities.

To stay on-task and continue to try to improve especially when you find a task challenging.

Skill focus

- Hitting and passing
- Blocking

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked.

Equipment

- Marker cones
- One stopwatch
- One volleyball per court
- One volleyball net or rope per court

Activities

[PARTNER TAG](#)

[WULIJINI](#)

[SITTING VOLLEYBALL](#)

[NEWCOMBE BALL](#)

[UNTIE THE KNOT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

PARTNER TAG

SUMMARY

Students are paired off. On your call, one student in each pair, the tagger, tries to tag their partner. Their partner uses different moves, such as leading and changing direction, to avoid being tagged.

Skill focus

- Hitting and passing
- Blocking

Details

Warm-up
10 minutes

Equipment

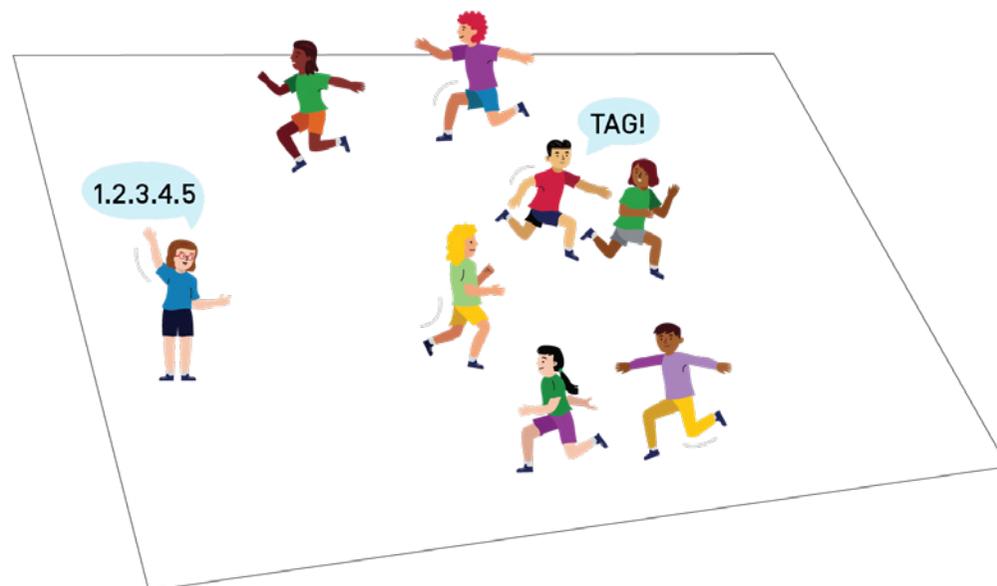
- Marker cones

CHANGE IT

- Students can only move by:
 - hopping
 - jumping
 - other.
- Change the number of seconds partners have to get away.
- Change partners.
- The student being chased tries to run to each boundary line before being tagged.
- Restrict mobility to equalise students with long walking steps followed by knee to chest.

What to do

- Define the playing field using marker cones.
- Divide students into pairs and allow pairs to decide which one is the tagger.
- On your call, the tagger counts to 5 to give their partner time to get away.
- When a student is tagged, they become the tagger – don't forget the count to 5.
- If space is restricted, or on the first occasion, restrict movement to a fast shuffle [2 feet on the ground or pretty close to it].



WULIJINI

SUMMARY

Two teams try to keep the ball in the air for as long as possible.

Skill focus

- Hitting and passing

Details

Skill development
10 minutes

Equipment

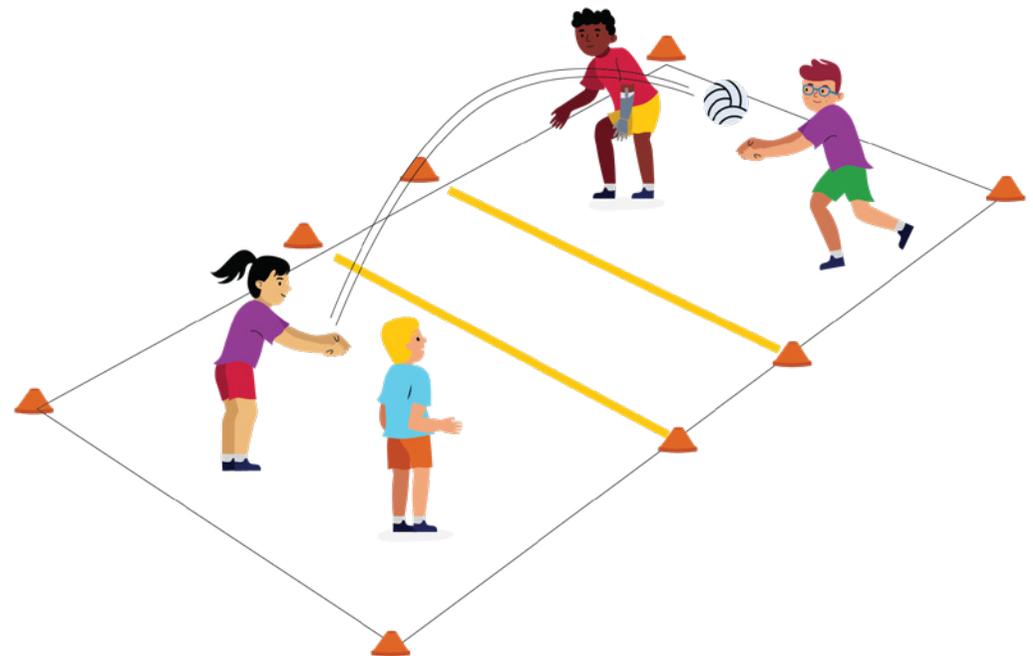
- Marker cones
- One volleyball per court

CHANGE IT

- Students can catch but must pass immediately.
- Play as pairs without a marked court. Students can have up to 2 contacts with the ball before passing. Change this rule to suit their abilities.
- Students can hit in an underarm motion, without holding the ball.

What to do

- Define the playing field with a no-go zone of up to 5m using marker cones.
- Divide students into 2 teams of equal size.
- Teams face each other across the no-go zone and hit the ball back and forth as many times as possible.
- Students can dig or set, according to your call.
- Students must use 3 passes to return the ball.



SITTING VOLLEYBALL

SUMMARY

An alternative version to traditional standing volleyball, using a smaller court and a lower net.

Skill focus

- Hitting and passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One volleyball per court

CHANGE IT

- Students have an unlimited number of hits before returning the ball over the net.
- Change the team sizes.

What to do

- Define the playing field using marker cones.
- Divide students into several teams, who line up in a long row.
- Students must be seated.
- The ball is passed down the line and back.
- Rallies continue until the ball touches the ground, the ball goes out, or the opponents fail to return it.
- Start by allowing double hits.
- A team must have more than 3 hits before the ball crosses the net.



NEWCOMBE BALL

SUMMARY

Two teams are formed; the serving team and the opposing team. Students are introduced to mini volleyball rules. Play with teams of 4.

Skill focus

- Hitting and passing

Details

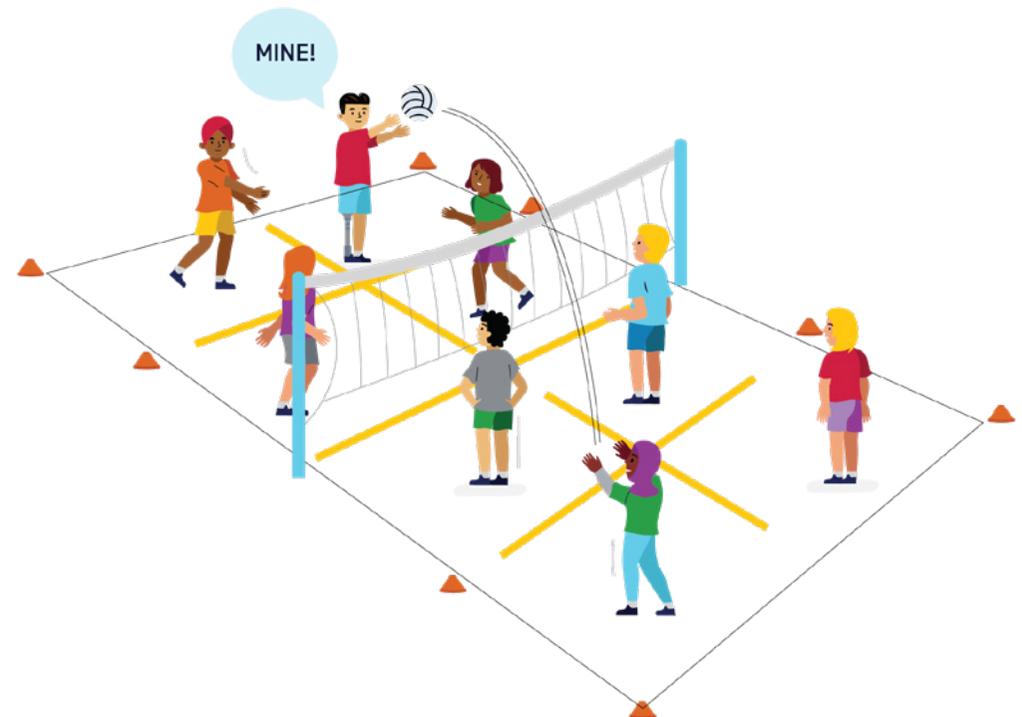
Skill development
15 minutes

Equipment

- Marker cones
- One volleyball net or rope per court
- One volleyball per court

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4: serving and opposing.
- The serving team starts the game by sending the ball over the net.
- The opposing team has to catch the ball and keep it off the ground.
- A maximum of 3 passes can be made between students before the ball is returned across the net.
- Alternate serves and rotate server each time a point is won.



CHANGE IT

- Students have an unlimited number of hits before returning the ball over the net.
- Change the team sizes.

UNTIE THE KNOT

SUMMARY

Each student holds the hands of two different players.
The aim is to untangle the knot without letting go.

Details

Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Divide students into groups of 8 to 10.
- Students stand in a circle, place their hands into the middle of the circle and join hands with two different students.
- Once the knot is formed, students have to work together to untangle the knot.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How could you and your team mates improve your ability to keep possession of the ball before hitting it over the net?
- What other games or sports do you have to learn to both attack and defend in?

Ask the class:

- What did you do today to try your best?



LESSON 8

LESSON 8

LEARNING INTENTIONS

To provide an opportunity for students to apply the skills, rules and tactics of mini volleyball in a range of modified team activities.

To be supportive of team mates and opponents when playing games of mini volleyball and other activities.

To provide an opportunity for teachers to observe and record student attainment [see printable teacher assessment on page 81-82].

Skill focus

- Hitting and passing
- Blocking

Duration

60 minutes

Area

A volleyball court or similar playing area with a no-go zone marked.

Equipment

- Marker cones
- One stopwatch
- One volleyball per group of 3
- One volleyball net or ball per court

Activities

KEEP THE BALL UP

NEWCOMBE BALL

KING/QUEEN OF THE COURT

MINI VOLLEYBALL

WHAT DID YOU LEARN?

Links to curriculum

| | |
|---------------|---------------------------|
| Years 3 and 4 | AC9HP4M01 |
| | AC9HP4M02 |
| | AC9HP4M08 |
| Years 5 and 6 | AC9HP6M01 |
| | AC9HP6M02 |
| | AC9HP6M09 |

[NSW curriculum](#)

[VIC curriculum](#)

KEEP THE BALL UP

SUMMARY

Students try to keep the ball off the ground by passing it to each other. Play with groups of 3 or more.

Skill focus

- Hitting and passing
- Blocking

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One volleyball per group

What to do

- Define the playing field using marker cones.
- Divide students into groups of 3 or more.
- Students use a variety of passes to keep the ball off the ground.
- Start with a free-play version and introduce rules as required with 'CHANGE IT'.



CHANGE IT

- Students can catch and pass but must pass immediately.
- On your call, students must pass with a 'SET!' or a 'DIG!'

NEWCOMBE BALL

SUMMARY

Two teams are formed; the serving team and the opposing team. Students are introduced to mini volleyball rules. Play with teams of 4.

Skill focus

- Hitting and passing

Details

Skill development
15 minutes

Equipment

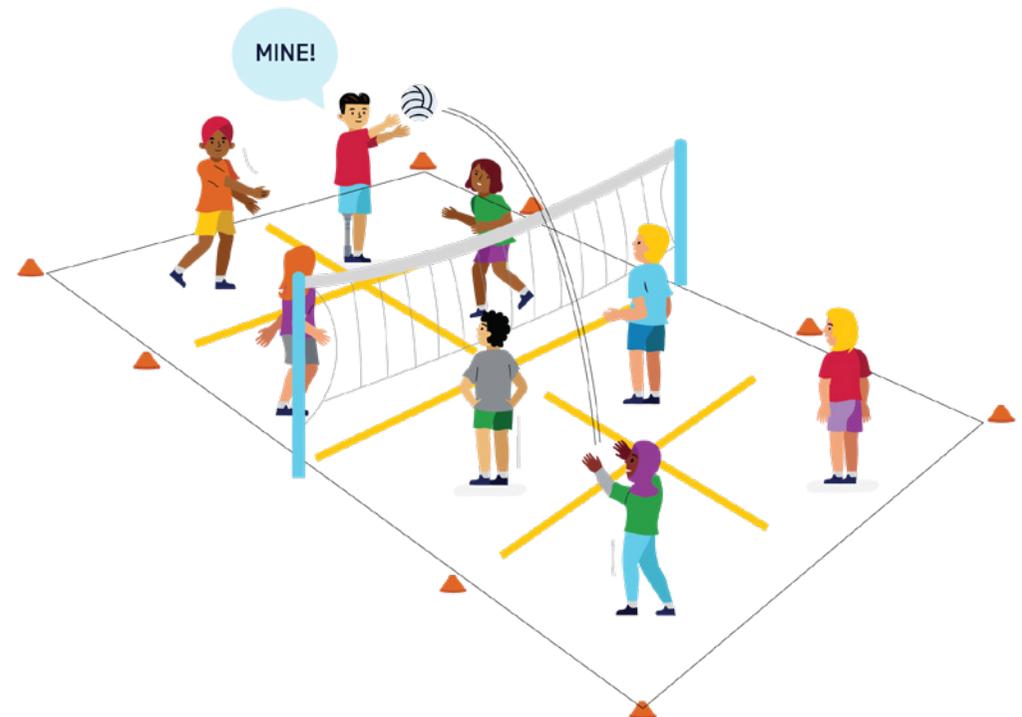
- Marker cones
- One volleyball net or rope per court
- One volleyball per court

CHANGE IT

- The ball can bounce once before being caught.
- The serve must be from the baseline instead of the back half of the court.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4: serving and opposing.
- The serving team starts the game by sending the ball over the net.
- The opposing team may catch the ball off the serve or the first pass over the net.
- Play with the rules of mini volleyball.



KING/QUEEN OF THE COURT

SUMMARY

Students play mini volleyball. The winning team of the rally stays on the court and becomes the King/Queen. The losing team is replaced by another team. Play with teams of 4.

Skill focus

- Hitting and passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One volleyball per court

CHANGE IT

- The ball can bounce once off the wall before a student sets it.
- Students take turns setting the ball.

What to do

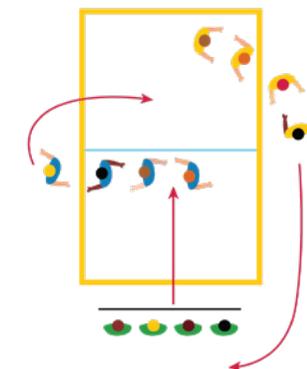
- Define the playing field using marker cones.
- Divide students into teams of 4.
- One end of the court is designated the King/Queen end.
- A student on the King/Queen team serves the ball to start the rally.
- Play with the rules of mini volleyball.
- The winner of the rally moves to the King/Queen end.
- The losing team is replaced by the next team.
- Play for a set period of time.



IF K/Q WIN



IF K/Q LOSE



MINI VOLLEYBALL

SUMMARY

A modified version of volleyball played on a smaller court with no designated positions. Play with teams of 4.

Skill focus

- Hitting and passing
- Blocking

Details

Skill development
20 minutes

Equipment

- Marker cones
- One volleyball net or rope per court
- One volleyball per court

CHANGE IT

- The ball can bounce once off the wall before a student sets it.
- Students take turns setting the ball.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4.
- Students serve the ball over the net from behind the baseline.
- The opposing team may take up to 3 hits to return the ball. Focus on the importance of using up this maximum.
- Play with the rules of mini volleyball.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What volleyball skill and tactic do you think you have improved most?
- What volleyball skill and tactic are you going to continue to focus on?

Ask the class:

- Did you have fun learning new volleyball skills? Thumbs up, thumbs down, or thumbs in middle.



VOLLEYBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

| Area of development | Australian Curriculum content descriptions | Below standard | At standard | Above standard |
|--|---|--|--|--|
| Personal and social development | <u>AC9HP4M08</u> Apply rules and scoring systems to promote fair play when participating or designing physical activities. | The student cannot apply rules and scoring systems to promote fair play when participating or designing games and physical activities. | The student can apply most rules of games to promote fair play when participating or designing games and physical activities. | The student can use the rules of games to promote fair play when participating or designing games and physical activities. |
| Movement skill development | <u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations. | The student can move around the court to hit, pass and defend but is yet to apply these skills in games and activities. | The student can move around the court to hit, pass and defend, and can apply these skills in most games and activities during lessons. | The student can move around the court to hit, pass and defend, and can apply these skills in all the games and physical activities during lessons. |
| Strategy and tactical development | <u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes. | The student rarely applies and adapts movement strategies to achieve movement outcomes to improve their performance. | The student can apply and adapt movement strategies to achieve movement outcomes to improve their performance. | The student can transfer a range of movement strategies from net and wall games to achieve movement outcomes to improve their performance. |

VOLLEYBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

| Area of development | Australian Curriculum content descriptions | Below standard | At standard | Above standard |
|--|--|--|---|--|
| Personal and social development | <u>AC9HP6M09</u> Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities. | At times, the student can participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities. | The student participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities. | The student displays the ability to participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities in challenging situations. |
| Movement skill development | <u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations. | The student experiences difficulty when adapting and modifying the movement skills of digging, setting, spiking and serving in volleyball and similar activities. | The student can adapt and modify the movement skills of digging, setting, spiking and serving in volleyball and some other activities. | The student can adapt, modify and transfer the movement skills of digging, setting, spiking and serving in volleyball and a range of similar net wall games. |
| Strategy and tactical development | <u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations. | The student is challenged when transferring familiar movement strategies to different movement situations in volleyball. | The student regularly transfers familiar movement strategies to different movement situations in volleyball. | The student always transfers familiar movement strategies to different movement situations in volleyball and other net and wall games. |

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about volleyball?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

YEARS 5 AND 6

Course content outcomes

PD3-4

Adapts movement skills in a variety of physical activity contexts

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD3-9

Applies and adapts self-management skills to respond to personal and group situations

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEM104

Apply basic rules and scoring systems, and demonstrate fair play when participating

YEARS 5 AND 6

Content descriptions

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM115

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

BEHAVIOURAL CONSIDERATIONS

| Behaviour | Identifying behaviours | What you can do | Example |
|---|--|--|--|
| <p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p> | <ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win | <p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. | <p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p> |
| <p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p> | <ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities | <ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. | <p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p> |

| Behaviour | Identifying behaviours | What you can do | Example |
|---|---|--|---|
| <p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p> | <ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students | <p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. | <p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p> |