

FISTBALL LESSON PLANS *LESSON #2*

NPE Standard: 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Review: Rules, history, information, court dimensions, positions, videos, skills pretest

Teach: The Indirect Closed-Fist Pass

Equipment Needs:

- 6 volley/Fistballs
- 30 polypots
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 1 roll of Painters Tape
- 1 copy of “Values Physical Activity Assessment” per student. Differentiated for:
 1. Beginners [word bank],
 2. Intermediates [letters in the puzzle] &
 3. Advanced [no help]
- 1 copy of “The Fistball Indirect (Bounce)/Direct (No bounce) Closed-Fist Pass” per student
[**TIP:** “Values Physical Activity Assessment” & “The Fistball Indirect ...” can be printed back to back to save paper]
- Projector/screen to watch the Fistball videos (**TIP:** Additional videos available in the “REFERENCES AND ADDITIONAL RESOURCES” section pages 20-21. Choose videos based on content, class time, closed captioning needs. Videos not watched during class can be used as homework and/or extra credit assignments)
 1. Basic stance (0:40):
<https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1>
 2. Hitting the ball up (0:40)
<https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2>
 3. Defense (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4>



Equipment Needs (Optional):

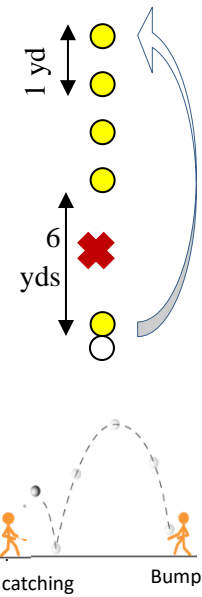
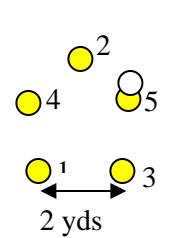
- 1 clipboard per student (to write assessment data on)
- 6 iPad/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music (to be played in the background during the activity to motivate students)

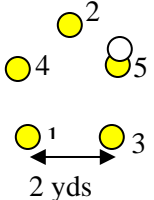
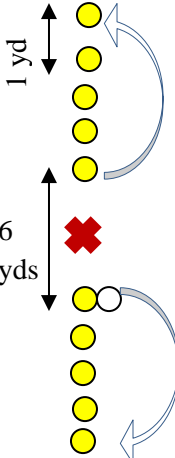
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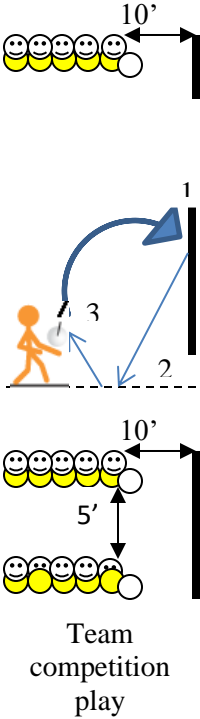
Additional Information:

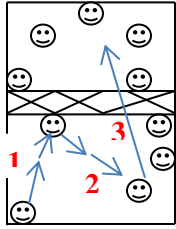
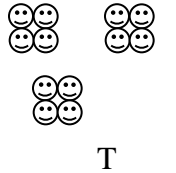
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION**: Students can:
 - a. Watch the videos on the school’s website before coming to class.
 - b. Watch the videos at each station to remind students how to perform skill.
 - c. Take an online test at home regarding the information from “Values Physical Activity Assessment,” &/or “The Fistball Indirect (Bounce)/Direct (No bounce) Closed-Fist Pass.”
- **LITERACY INTEGRATION**: Students can read aloud from the skill handout.
- **MATH INTEGRATION**: Math is integrated by: (a) awarding /keeping points during the activities, & (b) awarding different points for different skills (higher points awarded to difficult skills).
- **REMEMBER, ALL FISTBALL LESSONS** start with the “Introduction” & end with “Closure”, skipping “Cool Down” (using the traditional lesson plan set up of (1) warm up, (2) introduction/ review, (3) learning of a skill, (4) practice skill, (5) cool down, (6) closure). This strategy allows teachers to select warm up and cool down activities based on their curricular needs.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #2 (Page 1 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-7 min	 <p style="text-align: center;">T</p>	<p><u>Lesson # 1 Review</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Give back & review Lesson #1 pre-test skill tests. Students can take assessments home &/or place in portfolio. ○ Review Lesson #1 by asking students to answer questions related to (a) Fistball history/background/rules, (2) What skills were tested [Answers: serve, closed fist pass, set], (3) How are the skills performed? ○ Explain what absentee students will do to make up skills test. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ Students answer questions verbally &/or physically demonstrate skills 	
5-7 min	 <p style="text-align: center;">T</p>	<p><u>Indirect (Bounce) Closed-Fist Pass:</u></p> <ul style="list-style-type: none"> ○ Students stay seated in semi-circle formation around the teacher. ○ Give students “The Fistball Indirect (Bounce)/ Direct (No bounce) Closed-Fist Pass” handout. ○ Teach how to perform the Indirect Closed-Fist Pass by showing videos of the skill being performed: <ul style="list-style-type: none"> • Basic stance (0:40): https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=1 • Hitting the ball up (0:40): https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=2 • Defense (0:44): https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=4 ○ Review the above information by having students read “The Fistball Closed-Fist Pass” handout (LITERACY). ○ Demonstrate skill using student volunteer: <ul style="list-style-type: none"> • Teacher tosses ball to student who is 10 yds away (1 yd=1 step). • Student performs the indirect Closed-Fist Pass back to the teacher (the ball bounces high into the air after making contact with the ground ONCE before reaching the teacher). ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ Perform Flipped Learning (see Lesson #1)(TECH) ○ Students read handout before or in class (LIT). ○ Place handout to the side/or in portfolio <u>Intermediate Skill</u> ○ Body wt shifts from back to front leg in forward motion during contact & pass ○ Direct ball with forearm to target ○ Legs extend forward, toward target 	<ul style="list-style-type: none"> ○ Same arm/same leg tech ○ Contact (1 arm, forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don’t swing)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #2 (Page 2 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
4-7 min		<p><u>Keep It Up Drill Part I:</u></p> <ul style="list-style-type: none"> ○ Place 4 polypots one behind the other approximately 1 yard (1 yd = @ 1step) apart on each court side. ○ Place the 5th polypot 6 yards in front of the first polypot. Place a volleyball/fistball on this polypot. ○ Place an “X” 3 yds in between the 2 polypots as a visual marker. This marker represents where the ball should bounce after students closed-fist pass the ball up high into the air. ○ Divide into 6 teams placing each team on one side of a court, with each student standing on a polypot. ○ The student standing on the 5th polypot underhand tosses the ball to the first student in line. ○ The first student in line performs the indirect (bounce) closed-fist pass back to the tosser (The student hits the ball high into the air with one arm, the ball bounces on/near the mark, & tosser catches ball after bounce). ○ Rotate positions with the tosser going to the back of the line, and the bumping student becoming the tosser. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Move 5th polypot closer ○ <u>Easier:</u> Use a beach ball, floater ball, etc. (refer to “Teaching Tips,” pg. 17) ○ <u>Harder:</u> Move 5th polypot further away ○ <u>Extension (MATH):</u> 1 point awarded for every successful closed-fist pass (the tosser catches the ball no more than 1 step in any direction). ○ <u>Harder:</u> 1 pt. awarded when tosser catches ball while keeping one foot on the polypot. ○ <u>Extension:</u> Increase practice time by reducing the number of students in line. 	<ul style="list-style-type: none"> ○ Same arm/ same leg technique ○ Contact (1 arm, forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don’t swing)
4-7 min		<p><u>Keep It Up Drill Part II:</u></p> <ul style="list-style-type: none"> ○ Place 5 polypots in a circle @ 2 yards apart on each court. ○ Student with the ball starts by throwing or closed-fist passing the ball high into the center of the circle. ○ The team attempts to keep the ball in play using only the <u>indirect</u> closed-fist pass, among team members (the ball must bounce once before another player attempts to closed-fist pass the ball back into play). ○ Score 1 point for each successful indirect closed-fist pass (pass, bounce, pass, bounce, pass, etc.). <p style="text-align: center;">(Continued)</p>	<ul style="list-style-type: none"> ○ <u>Easier:</u> Allow 2 hits in succession by a player. ○ <u>Harder:</u> Pt given when pass performed w/1 foot on polypot. ○ <u>Harder:</u> # players 1 to 5. Perform indirect passes in consecutive order (e.g. # “5” throws ball into circle’s center. # “1” passes the ball, then # “2,” etc. HINT: # must be opposite each other in circle (diagram in “Class Org”). 	<ul style="list-style-type: none"> ○ Same arm/ leg tech ○ Contact (1 forearm, fist closed) ○ Legs (extend when arm contacts ball) ○ Arms (stay still)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #2 (Page 3 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
		<p><u>Keep It Up Drill Part II (Continued):</u></p> <ul style="list-style-type: none"> ○ Play continues until a foul is committed. Fouls include: <ul style="list-style-type: none"> ▪ A player hitting the ball twice in succession. ▪ No player passing the ball on the first bounce. ▪ A player passing a direct ball (not letting the ball bounce first). ○ When a foul is committed, the current game stops & a new game starts (including zero pts), with the team trying to beat their top score. ○ Ask students if they have any questions. 	<p>When missed, out of play, hit with a direct bump, or touched by a player other than next in succession, play stops. The team plays again with 0 pts trying to break their top score.</p>	
4-7 min		<p><u>Keep It Up Drill Part III:</u></p> <ul style="list-style-type: none"> ○ Place polypots in 2 lines of 5, one behind the other with 6 yards between the first polypots on each court. Create an “X” in between the first 2 polypots with painter’s tape as a visual marker. ○ One student per polypot. ○ The student with the ball underhand tosses it to the first player on the opposite side. ○ The first player indirectly closed-fist passes the ball back to the first person in the other line, making sure the ball hits the mark before reaching the first player. ○ Once the pass is completed, the player runs to the back of the team’s line, and everyone in the line moves up one position on the polypots. ○ The player receiving the ball, uses the indirect closed-fist pass to pass the ball to the next person in the opposite line, & rotates to the back of the team’s line. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Modification:</u> Increase/ decrease distance between teams and the “X” on the floor. ○ <u>Extension:</u> Keep score to see how many consecutive indirect bumps the group can make without making a mistake. That is, keep score for each: (a) complete indirect bump or (b) full rotation (MATH). ○ <u>Harder:</u> Instead of running to the back of the team’s own line, run to the back of the opposite line (the other team). ○ <u>Harder:</u> Continue the game even after the first complete rotation. Count how many consecutive passes can be performed (MATH). 	<ul style="list-style-type: none"> ○ Remind students to “Call the ball” calling off other players before contacting the ball (e.g. “I have it!” This decreases miscommunication during play)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #2 (Page 4 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-10 min	<p>1 Team play</p>  <p>Team competition play</p>	<p><u>Volley Game:</u></p> <ul style="list-style-type: none"> ○ Create 6 teams (5 students per team), 1 team per court. ○ Teams stand in single file @ 10 feet from the wall (place a polyspot at the 10' mark). ○ Place a ball at the first polyspot. ○ Play begins with Player 1 throwing the ball against the wall & with enough force, the ball bounces high on the wall and then off the floor, so the first player can perform the fistball bump (with one arm), with the ball hitting the wall again. ○ After bumping the ball, Player 1 immediately runs to the back of the team's line. ○ Team players must quickly rotate up one position to be ready to continue play (i.e. bumping the ball after it bounces on the floor to hit the wall). ○ After the ball bounces off the wall (1) & onto the floor (2), Player 2 bumps the ball against the wall (3) & runs to the back of the line. ○ Play continues until a foul is committed. Fouls include: <ul style="list-style-type: none"> ○ A player failing to return the ball up against the wall. ○ Failing to make the ball playable for the next player. ○ When a foul occurs, the player committing the foul is given the first letter in the word "Fistball." (Or a word of choice). ○ A player accumulating all letters to spell "Fistball," is given 1 point & play continues. (LITERACY) ○ The person with the fewest points "wins." ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Use another polyspot, cone or tape line signaling whether the ball is playable or not (if before line it was unplayable). ○ <u>Easier/Harder:</u> Decrease/Increase distance between wall and the first polyspot. ○ <u>Easier/Harder:</u> The word being spelled. Omit this altogether to make the game easier. Use words with few letters makes the game harder (as students play more games). (LITERACY) ○ <u>Extension:</u> Teams compete against each other (make sure there's 5' between teams for safety) with the fouling team receiving a letter (rather than the individual). The team with the fewest points wins. This aids in teamwork and making sure students make bumps playable. 	<ul style="list-style-type: none"> ○ Same arm/ same leg technique ○ Contact (1 arm, forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don't swing) ○ Call for the ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #2 (Page 5 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
8-15 min		<p><u>Three and Over Game:</u></p> <ul style="list-style-type: none"> ○ Create 6 teams. Place each team on one side of a court. ○ Start with student tossing ball over net to the other team. ○ 1 pt. if a team indirectly closed-fist passes (& only indirectly closed-fist passes) the ball 3 times before returning it over the net [pass, bounce (1), pass, bounce (2), pass, over the net (3)]. ○ Fouls include: <ul style="list-style-type: none"> ▪ Any ball hit that is not an indirect closed-fist pass. ▪ A ball sent over the net before the third hit. ▪ A ball hit out of bounds. ▪ A ball (or person) hitting the net. ▪ A person hitting the ball twice in succession. ○ Scoring is ongoing: 1 pt. every time the ball is indirectly closed fist passed 2 times & goes over the net on the third pass. ○ The first team scoring 15 pts wins. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Allow 2 hits in succession by a player. ○ <u>Easier:</u> Continue play even if a foul was conducted. No points are awarded for that team. 1 pt. is only given for complete indirect closed fist passes by a team. ○ <u>Easier:</u> Use rally scoring to speedup game ○ <u>Easier:</u> Expedite scoring by having each successful indirect pass count as a point ○ <u>Harder:</u> Indirect pass the ball to every teammate (not just 3) before ball is passed over the net 	<ul style="list-style-type: none"> ○ Same arm/leg tech ○ Contact (1 forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don't swing) ○ Call for the ball
6 min		<p><u>Closure and Assessment</u></p> <ul style="list-style-type: none"> ○ Students sit in groups of 5 in general space. ○ Review the lesson: <ul style="list-style-type: none"> ▪ Cues for the Indirect Closed-Fist Pass ▪ Perform skill incorrectly & students correct ▪ Let a student perform the skill correctly (or perform the skill) & the class make corrections ○ Distribute one “Values Physical Activity Assessment” and a pencil to each student. ○ Review the handout with the students. ○ Students complete assessment for remainder of period. ○ Let student know when 1-2 minutes left to finish form. ○ Collect assessments and pencils at the end of the period. ○ Ask if the students have any questions. 	<ul style="list-style-type: none"> ○ Perform assessment as a homework assignment if there is no time to complete it in class. 	<ul style="list-style-type: none"> ○ Same arm/leg tech ○ Contact (1 forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don't swing)

Lesson Reflection/Notes:

The Fistball Indirect (Bounce)/Direct (No bounce) Closed-Fist Pass

- This is a controlled offensive hit (not push) to teammates or over the net as a return.
- If two players on the same team hit the ball simultaneously, it is regarded as two hits.

This skill is used to:

1. Receive serves and low balls.
2. Redirect the ball off the forearm with a closed fist in an underhand motion to a designated target (i.e. to another person or over the net).

○ **Basic stance** (0:40):

<https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=1>

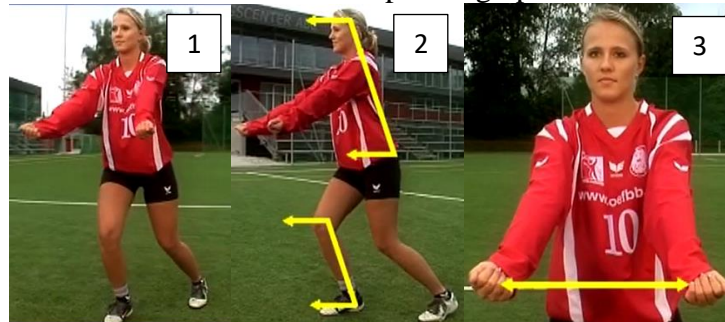
○ **Hitting the ball up** (0:40)

<https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=2>

○ **Defense** (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=4>

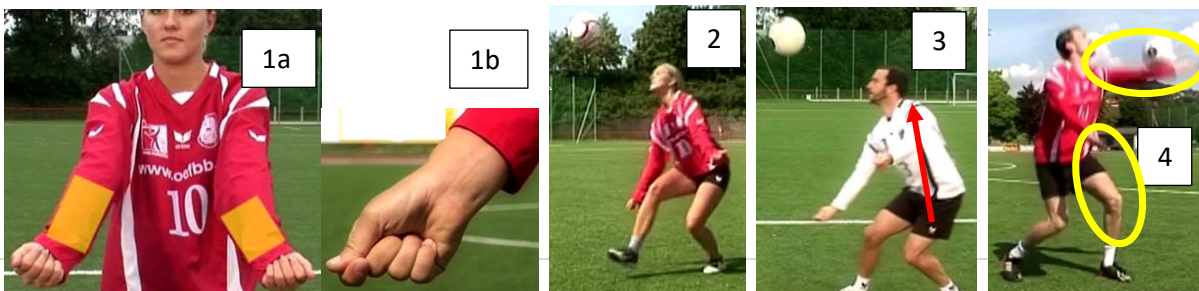
The Basic Stance:

- Knees slightly bent with body weight slightly forward (Picture 1).
- Face forward with one foot slightly in front of the other (Picture 1).
 - Both arms stretched out in front of the body (Arms are parallel to the thighs with elbows straight, exposing the fleshy part of the forearms [Picture 1]).
- The upper body points in the direction of play (Picture 2).
- Hands are clenched in fists with bottom of fists pointing up & the thumb to the side (Picture 3).



Hitting the Ball Up/Defense:

- The ball may only be hit once with the arm.
- Hitting the ball with an open hand results in a point to the opposing team.
- Make contact with the ball using the broad part of the forearm (Picture 1a). When making the fist, fingertips must touch the palm with the thumb on the outside of the fist (Picture 1b).
- Use a low to high body movement:
 - ❖ Bend knees.
 - ❖ Make contact with the ball on the forearm (Picture 2) & spring up straightening knees (moving from a low to high level [Picture 3]).
 - ❖ Arm moves with the body, not on its own (Keep the arm still. Do not swing it).
- Ball is hit with same arm/same leg technique (i.e. if the right arm is used to strike the ball, the right leg is also forward [Picture 4]).



Values Physical Activity Assessment (Beginner)

Name: _____

Class: _____

Date: _____

Directions: Physical activity provides opportunities for self-expression & social interaction & can be enjoyable, challenging and fun. These benefits develop self-confidence & promote a positive self-image, which increases the pursuit of participating in a lifetime of activity. Use the clues below regarding valuing physical activity to complete the puzzle. Each answer is worth 10% each. You must achieve a score of 70% or higher to pass.

Word bank:									
CHALLENGE	HEALTHY								
ENJOYMENT	FRIENDS								
SPORTSPERSONSHIP	FIT								
SOCIAL INTERACTION	FUN								
TEAMWORK	STAMINA								

Across

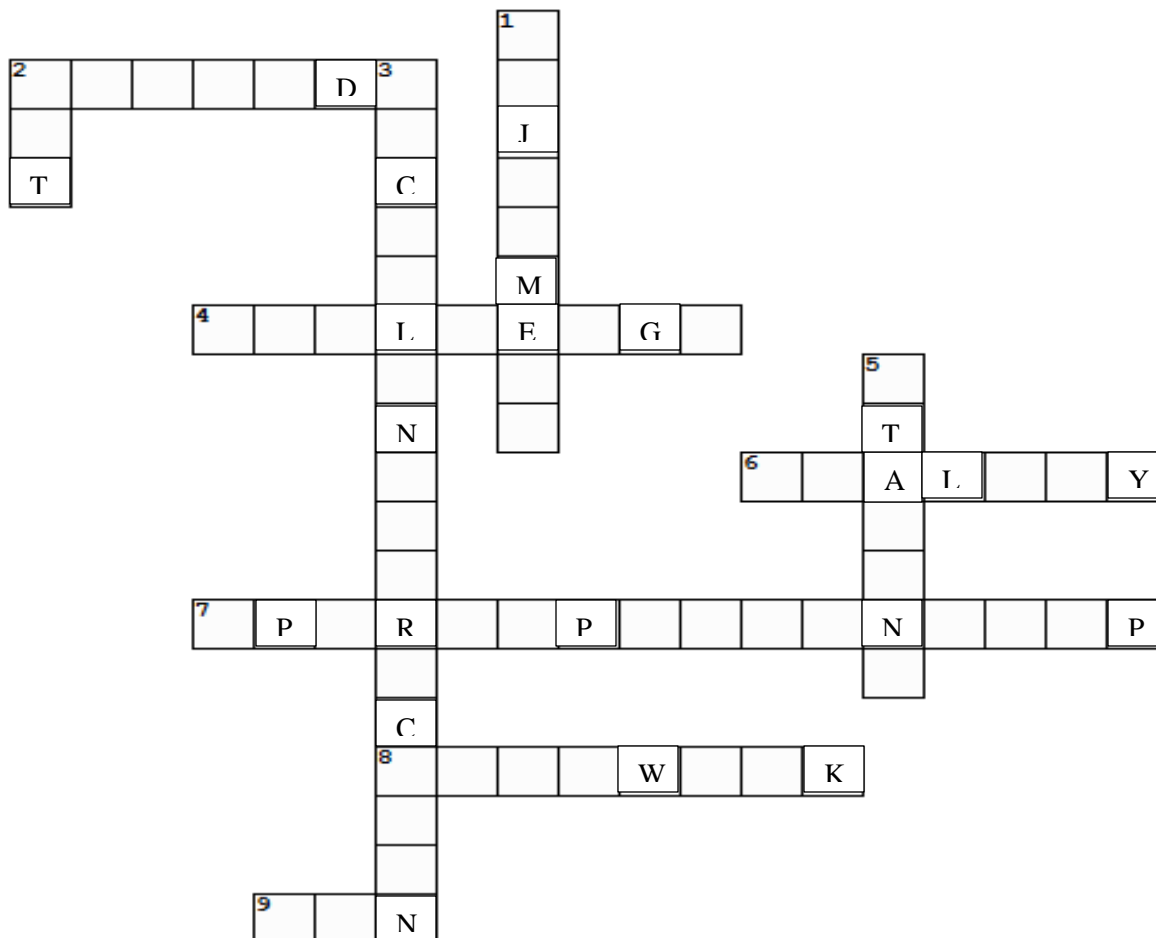
2. Not just a T.V. show, these people make it fun to participate in sports and physical activities.
4. Although sports may prove to be this, many people participate in it because it helps improve skills.
6. The state of being bodily and mentally free from disease.
7. Conduct and attitude considered as befitting participants in sports, especially fair play, courtesy, striving spirit, and grace in losing.
8. Group playing cooperatively together.
9. A source of enjoyment," definition.

Down

1. Something that provides joy or satisfaction (HINT: part of the word is in the clue).
2. A person who exercises & eats right will become this.
3. Engaged with communal activities with your friends (2 words).
5. This definition is much like the one for "Endurance" and means the ability to sustain prolonged physical or mental effort.

Values Physical Activity Assessment (Intermediate)

Directions: Physical activity provides opportunities for self-expression & social interaction & can be enjoyable, challenging and fun. These benefits develop self-confidence & promote a positive self-image, which increases the pursuit of participating in a lifetime of activity. Use the clues below regarding valuing physical activity to complete the puzzle. Each answer is worth 10% each. You must achieve a score of 70% or higher to pass.



Across

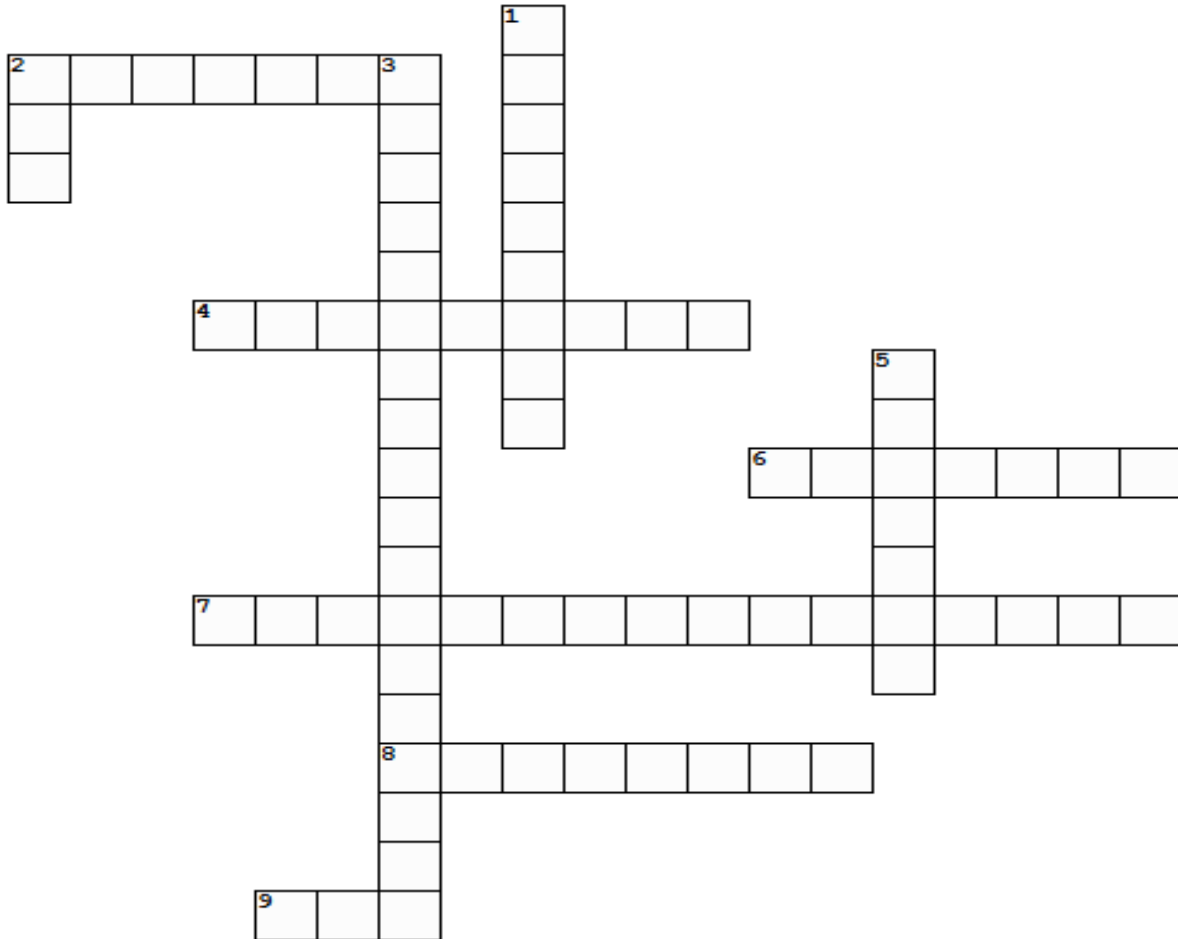
2. Not just a T.V. show, these people make it fun to participate in sports and physical activities.
4. Although sports may prove to be this, many people participate in it because it helps improve skills.
6. The state of being bodily and mentally free from disease.
7. Conduct and attitude considered as befitting participants in sports, especially fair play, courtesy, striving spirit, and grace in losing.
8. Group playing cooperatively together.
9. A source of enjoyment,” definition.

Down

1. Something that provides joy or satisfaction (HINT: part of the word is in the clue).
2. A person who exercises & eats right will become this.
3. Engaged with communal activities with your friends (2 words).
5. This definition is much like the one for “Endurance” and means the ability to sustain prolonged physical or mental effort.

Values Physical Activity Assessment (Advanced)

Directions: Physical activity provides opportunities for self-expression & social interaction & can be enjoyable, challenging and fun. These benefits develop self-confidence & promote a positive self-image, which increases the pursuit of participating in a lifetime of activity. Use the clues below regarding valuing physical activity to complete the puzzle. Each answer is worth 10% each. You must achieve a score of 70% or higher to pass. (**HINT:** Most of the answers are contained in directions above!)



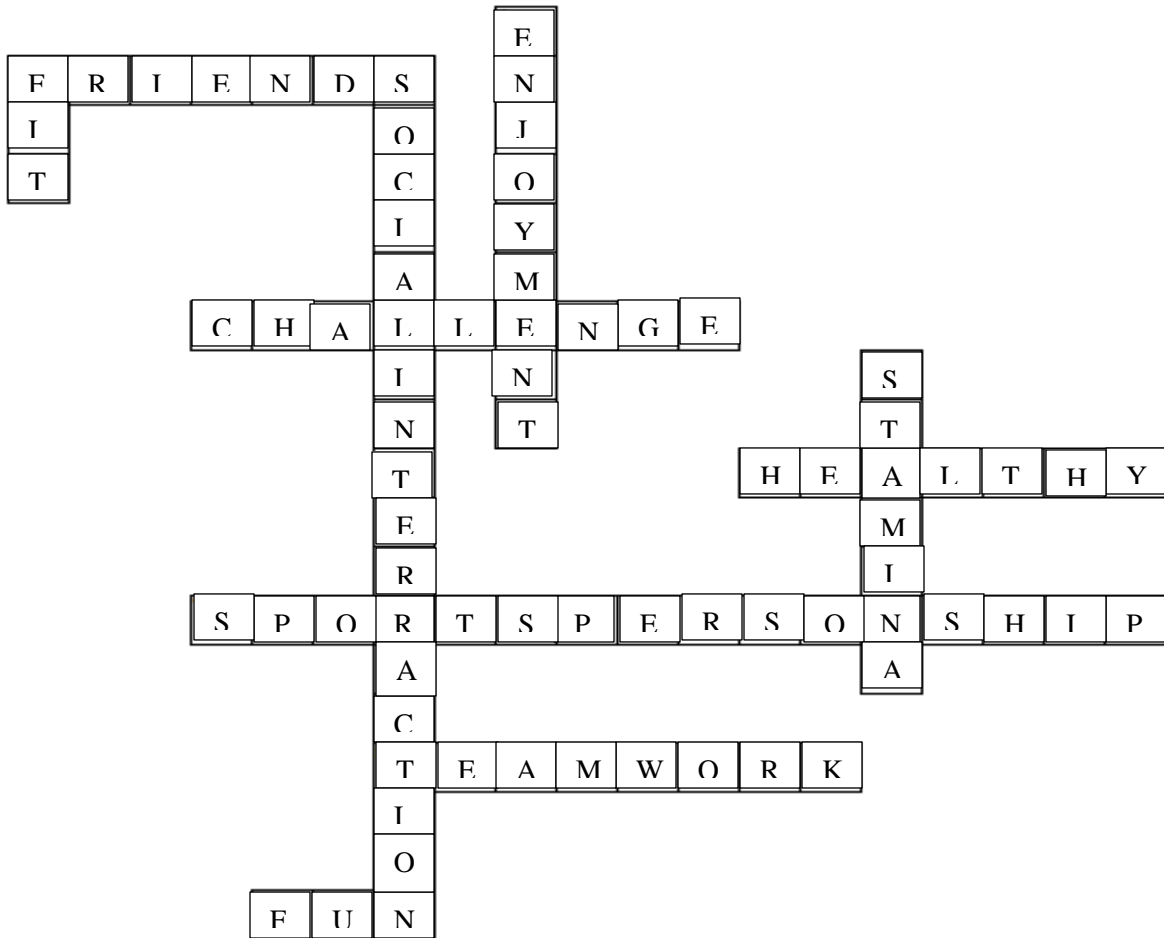
Across

2. Not just a T.V. show, these people make it fun to participate in sports and physical activities.
4. Although sports may prove to be this, many people participate in it because it helps improve skills.
6. The state of being bodily and mentally free from disease.
7. Conduct and attitude considered as befitting participants in sports, especially fair play, courtesy, striving spirit, and grace in losing.
8. Group playing cooperatively together.
9. A source of enjoyment," definition.

Down

1. Something that provides joy or satisfaction (HINT: part of the word is in the clue).
2. A person who exercises & eats right will become this.
3. Engaged with communal activities with your friends (2 words).
5. This definition is much like the one for "Endurance" and means the ability to sustain prolonged physical or mental effort.

Values Physical Activity Assessment (ANSWERS)



Across

2. Not just a T.V. show, these people make it fun to participate in sports and physical activities: FRIENDS
4. Although sports may prove to be this, many people participate in it because it helps improve skills: CHALLENGE
6. The state of being bodily and mentally free from disease: HEALTHY
7. Conduct and attitude considered as befitting participants in sports, especially fair play, courtesy, striving spirit, and grace in losing: SPORTSPERSONSHIP
8. Group playing cooperatively together: TEAMWORK
9. “A source of enjoyment,” definition: FUN

Down

1. Something that provides joy or satisfaction: ENJOYMENT
2. A person who exercises & eats right will become this: FIT
3. Engaged with communal activities with your friends (2 words): SOCIAL INTERACTION
5. This definition is much like the one for “Endurance” and means the ability to sustain prolonged physical or mental effort: STAMINA