

FISTBALL LESSON PLANS **LESSON #4**

NPE Standard: 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Review: Lessons 1-3: (1) Rules, history (2) Indirect (Bounce) Closed-Fist Pass; (3) Direct (No Bounce) Closed-Fist Pass

Teach: The Indirect (Bounce) Set

Equipment Needs:

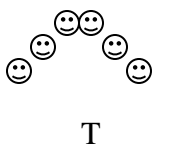
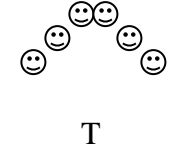
- 6-10 volley/Fistballs
- 30 polypots
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 1 roll of Painters tape
- 6 Basketball hoops
- 6 standards (poles)
- 1 copy of “Participating in Physical Activities,” per student
- 1 copy of “The Fistball Set: Indirect (Bounce)/Direct (No bounce)” per student. [**TIP:** “Participating in Physical Activities” & “The Fistball Set: Indirect...” can be printed back to back to save paper]
- Projector/screen to watch Fistball videos.
 1. Set (audio)(0:45): <https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3>

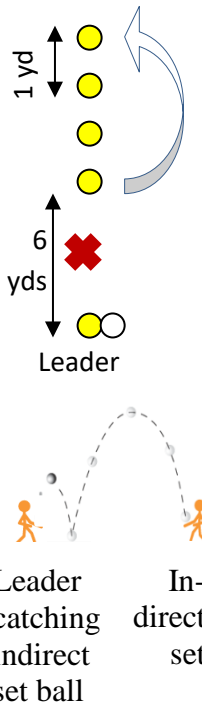
Equipment Needs (Optional):

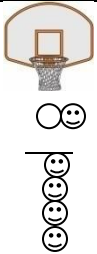
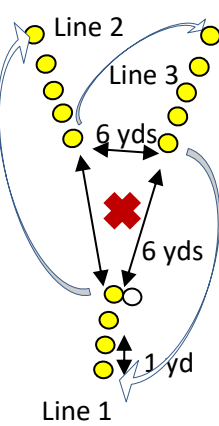
- 1 clipboard per student (to write assessment data on)
- 6 iPad/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music (to be played in the background during the activity to motivate students)

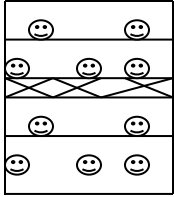
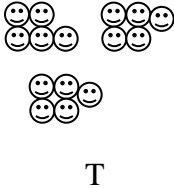
Additional Information:

- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students
 - a. Watch the video at home before coming to class.
 - b. Perform Assessment at home using word processing software.
 - c. Watch the video at stations during drills/games to remind how to perform skill.
 - d. Take an online test at home regarding the handout information.
- **LITERACY INTEGRATION:** Students can read aloud from handout. Words that are Bold, capitalized, underlined, highlighted in yellow, and italicized are **VOCABULARY** words (Literacy/CORE).
- **MATH INTEGRATION:** Math is integrated by: (a) awarding /keeping points, & (b) awarding different points for different skills (higher points awarded to difficult skills).

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #4 (Page 1 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-7 min		<p><u>Lesson # 1, 2 & 3 Review</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Review Lesson #1, 2, 3 information/skills: Students answer questions related to the Rules, History, Indirect/Direct blow pass techniques: <ul style="list-style-type: none"> ● <u>When is the Pass used?</u> (1) Receive serves/low balls; (2) Redirect ball off forearm with closed fist in underhand motion to designated target (i.e. another person or over net). (In Pass handout). ● <u>Indirect/direct pass cues:</u> Get under ball; Face target; Bend knees; hands in fists, thumbs on outside; Contact ball between wrists & elbows on fleshy part; Use shoulders & knees to provide force (cues) ● <u>Difference between Indirect/Direct Pass?</u> Indirect: Bounce ● <u>What is “Calling for the ball”?</u> Why/when is it used? Calls off players before contacting the ball, decreasing miscommunication during play. For example, call “I have it!” ○ Give back/review graded Lesson #3 assessment. Students can take assessment home or place in portfolio. ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ Students answer questions verbally &/or demo each skill cue ○ Place lesson 3 assessment in portfolio or to the side 	<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 the ball
5 min		<p><u>Indirect Set</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Teach how to perform the overhand <u>INDIRECT</u> (Bounce) <u>Set</u>: <ul style="list-style-type: none"> ● <u>Set</u> (audio)(0:45): https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3 ● Give out/review: “The Fistball Set: Indirect (Bounce)/Direct (No bounce).” (LITERACY). ● Demonstrate skill using student volunteer: <ul style="list-style-type: none"> ▪ Teacher tosses ball to student @ 10 yards away (1 yd = 1 step). ▪ Student performs skill to teacher (ball bounces high into air after making contact w/ground ONCE before reaching the teacher). ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ Physically demo the Indirect set with the students using student volunteers. ○ Place handout to the side/ in portfolio 	<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) ○ Call the ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #4 (Page 2 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-8 min		<p><u>ABC Relay Game:</u></p> <ul style="list-style-type: none"> ○ 4 polypspots 1 behind the other 1 yd apart on each court. ○ Place 5th polypspot 6 yards in front of the first polypspot. Place a Fistball on this polypspot. ○ Place an “X” 3 yds in between the 2 polypspots with Painter’s tape as a visual marker. This represents where the ball should bounce after setting it up high into the air. ○ Divide students into 6 teams with 1 team per side, 1 student per polypspot. ○ The student standing on the 5th polypspot (a.k.a. “Leader”) tosses the ball in the air to the first player in line who performs the INDIRECT set (Bounce) back to the Leader. ○ If successfully set, & the Leader catches the ball after it hits the floor, the team calls out “A.” ○ The first player runs to the back of the line, all players move up to the open polypspot & the Leader tosses the ball to the next student in line. ○ If successful, & the Leader catches the ball after it hits the floor, the team calls out “B.” ○ Play continues in this manner until: (1) the ball is not set properly, or (2) is caught by the Leader w/o the ball hitting the floor first. At which time, the Leader moves to the back of the line, the person on the first polypspot becomes the new tosser, & the team starts back at “A.” ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ <u>Easier/Harder:</u> Move 5th polypspot closer/further away ○ <u>Easier:</u> Use a beach ball, floater ball, etc. ○ <u>Harder:</u> Leader must Set ball to next player ○ <u>Harder:</u> Grp quickly rotates after each touch keeping game continuous (no catching/stopping) ○ <u>Extension (MATH):</u> Award pts: (a) after each letter, (b) after “#” of letters (e.g. 5), (c) leader takes 1 step (1 pt.) or no steps (2 pts) from spot (in addition to pts awarded above) ○ <u>Extension:</u> Increase practice time by reducing the number of students in line ○ <u>Extension:</u> Combine indirect/direct <u>PASS</u> along with <u>INDIRECT SET</u> 	<ul style="list-style-type: none"> ○ Same arm/leg ○ Contact (1 arm, forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don’t swing) ○ “Call the ball.” Calling off other players before contacting the ball (e.g. “I have it!”) increases communication during play

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #4 (Page 3 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-7 min		<p><u>Put the (Indirect) Set in the Net:</u></p> <ul style="list-style-type: none"> ○ Students stand single file at basketball's free throw line. Place a fistball under the backboard/basketball hoop. ○ A student stands under the backboard/hoop facing the team (but a slight distance away so backboard/hoop doesn't interfere). ○ Student tosses the ball high into the air to the first player in line. ○ The player tries to set the ball <u>indirectly</u> into hoop (ball must <u>BOUNCE</u> before reaching the hoop). ○ Pts (MATH): (a) 1 pt. contact backboard, (b) 2 pts bounce off backboard/hoop into hoop; (c) 3 pts goes into hoop w/o touching backboard/hoop ("Nothin' but net!"). ○ Rotate: Student under basket goes to the end of the line. The setter retrieves the ball, goes under the basket becoming the new tosser. The other players move up 1 position w/2nd player now in 1st position ready to indirectly set the ball into the hoop. ○ Tell students to take their time. It is not a race. Focus on performing the indirect set accurately. ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ <u>Harder:</u> Don't use a tosser. Players must indirectly set off the backboard (NOT into hoop) & quickly rotate to back of line so next player in line can indirectly set the ball against backboard, etc. 1 pt. for each indirect set completed off backboard (MATH) ○ <u>Use Modifications/ extensions from other games:</u> Different types of balls, distance from hoop, reducing students in line, combining skills, etc. 	
7-10 min		<p><u>Tri and Try Again:</u></p> <ul style="list-style-type: none"> ○ Place polypots in 3 lines of 5, 1 behind the other with 6 yds between the first polypots. Place an "X" in between the first polypots with painters' tape as a marker (Do this on 2 courts for 6 teams to play). ○ One student per polypot, one ball on 1 spot. ○ The 1st player in Line 1 self-sets ball to 1st person in line 2, making sure the ball hits the mark before reaching the player. ○ Once completed, the 1st player runs to the back of line 2. Everyone in Line 1 moves up a position. ○ The player receiving the indirect set on Line 2, indirectly sets the ball to first person in Line 3, rotating to back of line 3, etc. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Extension:</u> Keep score for each: (a) complete indirect set or (b) full rotation (MATH) ○ <u>Harder:</u> Continue the game even after the first complete rotation (how many consecutive hits). ○ <u>Extension:</u> Any 1st player can indirectly set the ball. Rotation is where the ball is set to. 	○ "Call the ball"

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #4 (Page 4 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
15 min		<p><u>Seven Up Game:</u></p> <ul style="list-style-type: none"> ○ Divide into 6 teams. Place each team on one side of a court. ○ Start by setting or tossing the ball over the net to the other team. ○ The ball is returned using ONLY the INDIRECT SET. ○ The other side INDIRECTLY SETS the ball twice, with the 2nd set going over the net to the opposite team. ○ The receiving team INDIRECTLY SETS the ball 3 times with the third set going back over the net. ○ Play continues in this manner for four hits, then five, six, seven, six, five, four, three, two and one hit without a miss. ○ Rotate positions (so each player plays from different vantage point) after a mistake is made (e.g. ball goes over net before correct number of hits, out of bounds, etc.), & starts with 1 set. ○ Rotate teams so each team has a chance to play other teams. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Reduce the number from 7 ○ <u>Easier:</u> Use a beach ball, floater ball, etc. ○ <u>Easier:</u> Allow students to pass &/or set ○ <u>Easier:</u> Let the ball bounce more than once before each set ○ <u>Harder:</u> Increase the number from 7 	
8 min		<p><u>Closure and Assessment</u></p> <ul style="list-style-type: none"> ○ Tell the students sit in groups of 5 in general space. ○ Review the lesson: <ul style="list-style-type: none"> ● Cues for the Indirect Set ● Perform skill incorrectly & let students correct performance ● Let a student perform the skill & the class make corrections ○ Distribute 1 “Participating in Physical Activities” & a pencil to each student. ○ Review the handout with the students. ○ Students complete the assessment for the remainder of the period. ○ Give students a 1-2 min warning to complete assessment 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 ○ Contact (forearm, fist closed) ○ Knees (bent) ○ Legs (extend) ○ Arms (don’t swing)

Lesson Reflection/Notes:

The Fistball Set: Indirect (Bounce)/Direct (No bounce)

<https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3>

The set is an OFFENSIVE skill, hit high in the air with the ball: (a) Bouncing (Indirect) or (b) Not Bouncing (Direct), before the attacker hits the ball over the net.

The setter calculates the **TRAJECTORY** of the set, so the bounce is at its highest point (approximately 2.5 - 3.0 m in height), as this is the most effective height for an attacker to jump and hit the ball over the net.

When setting, consider:

- i. Field conditions
- ii. Distance to the net
- iii. Wind direction.

Advance players: Put forward spin on the ball so the attacker can use this forward momentum in the attacking hit.

1. Contact the ball using the broad part of ONE forearm, thumb on the outside of the fist.
2. Use a low to high body movement:
 - a. Bend knees.
 - b. Make contact with the ball on the arm & spring up straightening knees.
 - c. Arm moves with the body, not on its own (Keep arm still, don't swing it).
3. Ball is hit with same arm/leg technique [i.e. if right arm strikes ball, right leg is forward].
4. For an **INDIRECT** set, a struck ball **BOUNCES** & is then touched by another person.



INDIRECT SET: Ball hit high into air with one arm & clenched fist (1), bounces high off the ground close to the net (2) so an attacker can hit it over the net.



DIRECT SET: Ball hit close to the net with one arm and a clenched fist. The ball will not bounce on the ground before it is hit by an attacker (just like a traditional volleyball set).

Participating In Physical Activity

Name:

Date:

Class:

Directions: Fistball is a sport people can participate in as a lifetime activity whether competitively or recreationally. Work with your group & answer the questions below NEATLY and in FULL SENTENCES (and include at least 3 sentences for each question). Use the back of the paper if needed. You will be graded using the rubric below. You need a 60% to pass. DO NOT REPEAT ANSWERS!

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Answered questions fully	Did not answer questions in full sentences	Some questions answered fully	Most questions answered fully	All questions answered fully
Total sentences created for all 5 questions	0-4	5-9	10-12	13-15
Correctness	0 or 1 answered correctly	2 are answered correctly	3 are answered correctly	4 or more are answered correctly
Neatness	Not legible	Neat	Very neat	Extremely neat
Spelling/grammar	Many errors	Some errors	Very few	No errors

0-11: F (0-59%); 12-13: D (60-69%); 14-15: C (70-79%); 16-17: B (80-89%); 18-20: A (90-100%)

Remember: DO NOT REPEAT ANSWERS. That means, the answer for Question 1 can NOT be the same answer for question 2. Select answers wisely!

1. List specialized equipment needed to participate in Fistball for YOUNGER CHILDREN (ages 5-8). List changes/modifications needed in EQUIPMENT for them to participate in the sport.

2. List specialized equipment needed to participate in Fistball for SENIOR CITIZENS (like your grandparents). List changes/modifications needed in EQUIPMENT for them to participate I the sport.

3. List modifications in the rules to make Fistball safer &/or easier for YOUNG CHILDREN to participate.

4. List modifications in the rules to make Fistball safer &/or easier for SENIOR CITIZENS to participate.

5. List/explain sport specific warmups to improve choose 1 [flexibility, strength, cardiovascular endurance] specific to Fistball. Include F.I.T.T. principle for each.

Participating In Physical Activity ANSWERS

Answers will vary but may include:

1. List specialized equipment needed to participate in Fistball for (**QUESTION 1**) YOUNGER CHILDREN & (**QUESTION 2**) SENIOR CITIZENS (ages 5-8). List changes/modifications needed in EQUIPMENT for them to participate in the sport.
 - **Balls:** Using different types of balls including a volleyball floater, volleyball trainer, foam ball, beach balls &/or oversized volleyballs. These balls are easier to spot & track, as well as help children and senior citizens overcome the initial fear of getting hurt by contacting the ball with the arms. Those types of balls also give young children and senior citizens more time to get to the ball in order to hit it.
2. List modifications in the rules to make Fistball safer for (**QUESTION 3**) YOUNG CHILDREN and (**QUESTION 4**) SENIOR CITIZENS to participate.
 - **Net:** Lower or sag the net to make it easier to get the ball over.
 - **Course dimensions:** Make the court smaller so people don't have to run to cover a large area.
 - **Number of bounces:** Allow more than 1 bounce between hits.
 - **Number of hits:** Allow more than the three-hit maximum per team to get the ball over the net.
 - **Serving:**
 - i. Permit servers to serve the ball closer to the net.
 - ii. Allow two or three attempts when serving.
 - iii. Allow students who can't serve, throw the ball over the net.
3. (**QUESTION 5**) List/explain sport specific warmups to improve: choose 1 [flexibility, strength, cardiovascular endurance] specific to Fistball. Include F.I.T.T. principle for each.

Flexibility:

- 3-7 times a week; hold 20-60 sec; 3+ reps/3+sets
- **Upper Legs:** Straddle stretches (sitting/standing); Toe touches (standing/sitting), Quad stretch
- **Upper Arms:** Triceps stretch (behind back, in front of body)
- **Lower Arms:** Pull wrists back
- **Wrists:** Wrist rolls
- **Ankles:** Ankle rolls
- **Back:** Cat stretch
- **Lower Legs:** Gastrocnemius stretch

Strength:

- 3-4 times a week; 3+ reps/3+ sets
- Weight training; plyometrics, rock climbing; pull ups, pushups, sit ups

Cardiovascular endurance:

- 3-7 times a week; "talk test" (Intensity); 15+ minutes
- Rope jumping; running/jogging/walking; jumping jacks; bicycling; rowing; stairs; treadmill