

FISTBALL LESSON PLANS **LESSON #5**

NPE Standard: 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Review: Lessons 1-4: (1) Rules, history; (2) Indirect (Bounce) Closed-Fist Pass; (3) Direct (No Bounce) Closed-Fist Pass; (4) Indirect (Bounce) Set

Teach: (1) The Direct (Bounce) Set; (2) Pass/Set Combination

Equipment Needs:

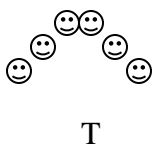
- 6 volley/Fistballs
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 6 basketball hoops
- 6 copies of the handout “Add it up point tracker” (one for each court). Differentiate instruction:
 1. Choose easy score keeping [“Add it up point tracker #1”] or
 2. Harder score keeping for skilled students [“Add it up point tracker #2”]
- 1 copy of “Fistball Skill Concepts Assessment,” per student
- From the student’s portfolio or give 1 copy of “The Fistball Set: Indirect (Bounce)/Direct (No Bounce)” from Lesson #4, to each student
- Projector/screen to watch Fistball set skill video
 1. Set (audio)(0:45): <https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=3>


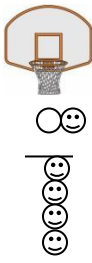
Equipment Needs (Optional):

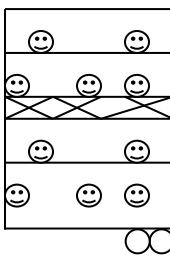
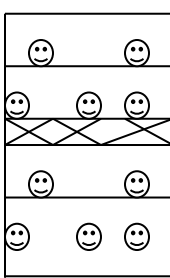
- 1 clipboard per student (to write assessment data on)
- 6 iPads/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music

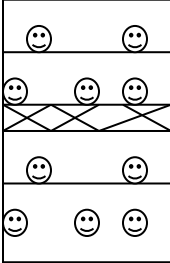
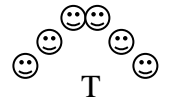
Additional Information:

- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students
 - a. Watch the video on the school’s website before coming to class.
 - b. Perform “Assessment Sheet,” at home using word processing software.
 - c. Watch 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 #5 (Page 1 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-7 min	 <p>T</p>	<p><u>Lesson # 1-4 Review:</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Review Lesson #1-4 information/skills: Students answer questions related to Rules, History, Indirect/Direct pass, Indirect set techniques: <ul style="list-style-type: none"> ● <u>When is the PASS used?</u> (1) Receive serves/low balls; (2) Redirect ball off forearm w/closed fist in underhand motion to target (i.e. another person/over net). (In PASS handout). ● <u>WHEN is the SET used?</u> (1) As an OFFENSIVE skill, where the ball is 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. ● <u>HOW is the SET calculated?</u> By the TRAJECTORY, so the bounce is at its highest point for an attacker to jump & touch the ball over the net. (In SET handout). ● <u>Indirect/direct pass/set cues:</u> Get under ball; Face target; Bend knees; hands in fists, thumbs on outside; Contact ball between wrists and elbows on fleshy part; Use shoulders and knees to provide force (see cues). ● <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!” ● <u>Difference between Indirect/Direct Pass/Set?</u> Indirect: Bounce ○ Give back/review graded Lesson #4 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 4 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

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #5 (Page 2 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5 min	 <p>T</p>	<p><u>Direct 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>DIRECT</u> (No Bounce) Set: <ul style="list-style-type: none"> • Set (audio)(0:45): https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3 • Give out/review: “Performing the Fistball Set” (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 indirect set back to teacher (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"> ○ Physically demo the Direct set with the students using student volunteers. ○ Place handout to the side/ in portfolio 	<ul style="list-style-type: none"> ○ Same arm/ same leg ○ Contact (1 forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/don’t swing) ○ Call the ball
5-8 min		<p><u>Put the Set in the Net: (Same as Lesson 4, but this is DIRECT set)</u></p> <ul style="list-style-type: none"> ○ Students stand in single file at basketball’s free throw line. Place a volley/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 <u>directly</u> sets the ball into the hoop (ball doesn’t bounce before reaching the hoop). ○ Pts (MATH): (a) 1pt contact backboard, (b) 2pts bounce off backboard/hoop into hoop; (c) 3pts goes into hoop w/o touching backboard/hoop. ○ Rotate: Student under basket goes to end of line. The setter retrieves ball, goes under basket, becomes new tosser. Other players move up 1 position w/2nd player in 1st position ready to directly set the ball into the hoop. ○ Tell students to take their time. It is not a race. Focus on performing the direct set accurately. ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ <u>Harder:</u> Don’t use a tosser. Players directly set off backboard (NOT into hoop) & quickly rotates to end of line so next player can directly set the ball against backboard, etc. 1 pt. for each set ○ <u>Easier/Harder:</u> higher/lower basket ○ <u>Use extensions:</u> Different balls, distances, students in line, etc. 	<ul style="list-style-type: none"> ○ Same arm/ leg ○ Contact (1 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 #5 (Page 3 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
15 min		<p><u>2 is Better Than 1:</u> Objective: rally 2 balls as long as possible.</p> <ul style="list-style-type: none"> ○ Place students in 6 teams, each team on a ½ court. ○ On teacher’s signal, the teacher starts the stopwatch. ○ At which time, the game begins with 1 student tossing/setting the ball to the other team. ○ <u>Round 1:</u> Students directly set the ball over the net ignoring the 3 touch rule (can be fewer or more touches depending on students ability level. The idea is successful setting practice). ○ If the teams are successful, after @ 10 seconds, the teacher tosses a 2nd ball to be played on the court. ○ Continue playing the game even if 1 of the 2 balls is out of play (just move it to the back wall for safety). ○ Play stops when both balls are out of bounds. ○ <u>Round 2:</u> Students perform indirect/direct pass or set (with 1 ball first, then 2 balls if the class is made up of skilled players). ○ <u>Round 3:</u> Students adhere to the 3-touch rule (&/or have all team members make contact with the ball) before the ball is hit over the net. ○ <u>Round 4:</u> Rotate so teams play other teams. ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Don’t use nets. 2 teams play against each other ○ <u>Easier:</u> No teams/courts/nets. Entire class bumps/sets ball(s) using entire activity space ○ <u>Easier:</u> Hit ball 2 + times in a row ○ <u>Easier:</u> Use beach balls, floater balls ○ <u>Easier:</u> Use 1 ball ○ <u>Harder:</u> Add 3+ balls if appropriate (skilled players) ○ <u>Extension:</u> Keep/record time with teams trying to beat their longest time 	<ul style="list-style-type: none"> ○ Same arm/leg ○ Contact (1 forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/don’t swing) ○ Call for the ball
10-15 min		<p><u>Add it Up Game (MATH)</u></p> <ul style="list-style-type: none"> ○ Divide students into 6 teams, each team on one side of a court. ○ Each team gets a pencil & “Add it up point tracker” handout. ○ Review the handout & explain each team counts pts aloud. ○ The game begins with a toss over the net to the other team. ○ A team gets 1 pt. for each successful touch (indirect/direct pass or set); either to a teammate or over the net. ○ No pt. awarded if the ball: is out of bounds or touches the net (although play can continue to keep the game’s momentum). <p style="text-align: center;">(CONTINUED)</p>	<ul style="list-style-type: none"> ○ <u>Easier:</u> Let same player touch ball twice in succession ○ <u>Easier:</u> Let ball bounce twice ○ <u>Extension:</u> 1 pt. serve; 2 pts indirect (bounce) pass/set kept in play; 3 pts direct pass/set kept in play or over net 	<ul style="list-style-type: none"> ○ Same arm/leg ○ Contact (1 forearm, fist closed) ○ Knees (bent) ○ Legs (extend) ○ Arms (stay still) ○ Call the ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #5 (Page 4 of 4)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
		<p><u>Add it Up Game (Continued)</u></p> <ul style="list-style-type: none"> ○ A team only gets a point for every legal/successful touch it makes during the game. ○ Teams keep track of pts using “Add it up point tracker,” handout (choose 1 student from each team to write pts on handout). ○ The team with the most points after a time limit (set by the teacher at the beginning of the activity, e.g. 3 minutes) wins. ○ Play 3-minute rounds, rotating teams (Teacher sets amount of min). ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ Extension: Every player must touch ball before hitting it over the net ○ Extension: Make games longer/ shorter 	
3-7 min		<p><u>Closure and Assessment:</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Review the lesson: <ul style="list-style-type: none"> ● Collect handout “Add it up point tracker,” from each team (TIP: Review info now or next class after teacher reviews scores & can give feedback on student performance). ● Cues for the Direct Set. ● Let a student perform the skill & the class make corrections. ● Review Lessons 1-4 if time allows. ○ Assessment: <ul style="list-style-type: none"> ● Give students a pencil & “Fistball Skill Concepts Assessment” ● Review assessment with students reading the instructions/ directions. (LITERACY) ● Ask students if they have questions. ● Give students a 1-2 min warning before class is over to finish/collect assessments. 	<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) ○ Call the ball

Lesson Reflection/Notes:

ADD IT UP POINT TRACKER (#1)

Player Names: (1) _____ (2) _____

(3) _____ (4) _____ (5) _____

Date: _____ Class: _____

Directions:

1. Choose 1 student from the team to keep track of the score for each game played.
2. The entire team keeps track of the score while playing:
 - a. **1 point:** each successful touch (indirect/direct pass/set) either to teammate or over net
3. Use chart below to record score:
 - a. After each round (@ 3 minutes) (You may not get to 10 rounds. If over 10 rounds, continue marking scores below the boxes. Therefore, 11 round goes under “1”)
 - b. For each game

Game 1 (3 min)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Game 2 (3 min)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Game 3 (3 min)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Game 4 (3 min)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Grand total points for all games

<u>Game #</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Grand Total Points</u>
<u>Total Points</u>					

ADD IT UP POINT TRACKER (#2)

Player Names: (1) _____ (2) _____

(3) _____ (4) _____ (5) _____

Date: _____ Class: _____

Directions:

1. Choose 1 student from the team to keep track of the score for each game played.
2. The entire team keeps track of the score while playing.
3. Use the chart below to record the score:
 - a. After each round (@ 3 minutes in length) (You may not get to 10 rounds. If over 10 rounds, continue marking scores below the boxes. Therefore, 11 round goes under "1")
 - b. For each game

<u>Points</u>	<u>Information</u>
1 point	Each successful touch (indirect/direct pass/set) to a teammate or over the net
2 pts	Indirect (bounce) pass & set combination kept in play or over net
3 pts	DIRECT pass & set combination kept in play or over net

Game 1 (3 minutes)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Game 2 (3 minutes)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Game 3 (3 minutes)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Game 4 (3 minutes)

<u>Rally Round</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>Total Points</u>
<u>Points</u>											

Grand total points for all games

<u>Game #</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Grand Total Points</u>
<u>Total Points</u>					

Fistball Skill Concepts Assessment

Name:

Class:

Date:

Directions: Put the cues for the pass/set in order. Then answer the final 3 multiple choice questions. Each correct answer is worth 10 points. You need a 70% to pass.

<u>CUE</u>	<u>NUMBER ORDER</u>
Bend knees	1.
Contact ball with 1 forearm & fist closed	2.
Use knees (bent) & legs (extend when arm contacts ball) to provide force	3.
Get under ball	4.
Ball makes contact between wrist & elbow on fleshy part	5.
Face target	6.
Same arm/leg forward	7.
Arms (stay still)	8.

1. True or false: When closed-fist passing, the force comes from swinging the arms.

2. Multiple choice: The pass is used for the following reasons EXCEPT this (Choose the correct answer):
 - a. Receive serves/low balls
 - b. As an OFFENSIVE skill where the ball is hit high in the air with the ball Bouncing (Indirect) or Not Bouncing (Direct), before the attacker hits the ball over the net.
 - c. Redirect ball off forearm w/closed fist in underhand motion to target (i.e. another person/over net)
 - d. All of the above is correct

Movement Concepts Assessment Sheet (ANSWERS)

Directions: Put the cues for the pass/set in order. Then answer the final 3 multiple choice questions. Each correct answer is worth 10 points. You need a 70% to pass.

<u>CUE</u>	<u>NUMBER ORDER</u>
Bend knees	1. Get under ball
Contact ball with 1 forearm & fist closed	2. Face target
Use knees (bent) & legs (extend when arm contacts ball) to provide force	3. Bend knees
Get under ball	4. Same arm/leg forward
Ball makes contact between wrists & elbows on fleshy part	5. Contact ball with 1 forearm & fist closed
Face target	6. Ball makes contact between wrists & elbows on fleshy part
Same arm/leg forward	7. Use knees (bent) & legs (extend when arm contacts ball) to provide force
Arms (stay still)	8. Arms (stay still)

1. True or false: When closed-fist passing, the force comes from swinging the arms. **FALSE. It comes from the shoulders & extension of legs.**
2. Multiple choice: The pass is used for the following reasons EXCEPT this (Choose the correct answer):
 - a. Receive serves/low balls
 - b. As an OFFENSIVE skill where the ball is hit high in the air with the ball Bouncing (Indirect) or Not Bouncing (Direct), before the attacker hits the ball over the net.**

THIS IS FOR THE SET.

- c. Redirect ball off forearm w/closed fist in underhand motion to target (i.e. another person/over net)
- d. All of the above is correct