

FISTBALL LESSON PLANS *LESSON #8*

NPE Standard: 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Review: Lessons 1-4: (1) Rules, history; (2) Indirect (Bounce) Pass; (3) Direct (No Bounce) Pass; (4) Indirect (Bounce) Set; (5) Direct (No Bounce) Set; (6) Fistball Physics; (7) Underhand/overhand serve

Teach: (1) Ground defense (2)

Equipment Needs:

- 3 volley/Fistballs
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 1 copy “Achieving/Maintaining Health-Enhancing Physical Activity & Fitness,” per student
- 1 copy of “Fistball Ground Defense and Returns,” handout per student
- 3 copies of “Team Members” posted in gym/locker room so students know their team ahead of time
- 1 copy of “Fistball Serve” (From student’s portfolio [Lesson #7] or give out), per student
- 1 copy “Tournament Schedule” for the teacher (post on wall for students)
- 1 roll of painters tape (Put up tournament schedule; team members)
- 1 copy “Recreational Fistball History, Rules & Info” (portfolio [Lesson #1], or give out), per student
- Projector/screen to watch Fistball blow skill videos:

1. **Defense** (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=4>

2. **Advance skills:** **NOTE:** As noted in the Introduction section in the curriculum, the skills listed below are advance skills, taught *ONLY* to advanced skilled students. Therefore, no skill-analysis is given. These are resources to use if there are advanced students in the class.

Pick (Ground defense: AKA volleyball dig + shoulder roll) (0:22):

<https://www.youtube.com/watch?v=ssEW6QO4QPY&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=5>

Return (AKA Spike)(0:48):

<https://www.youtube.com/watch?v=tk9Ta8zUWj0&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=9>

Top Spin (0:34):

<https://www.youtube.com/watch?v=UjqalAog1kg&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=6>

Hook (0:54):

<https://www.youtube.com/watch?v=YDDy6Rx9sIs&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=10>

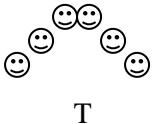
Equipment Needs (Optional):

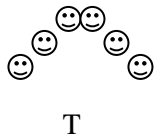
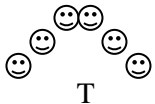
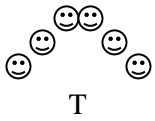
- 1 clipboard per student (to write assessment data on)
- 6 iPads/laptops (1 at each station) for students to view video of skill being performed.
- iPods/Music system/music (to be played in the background during the activity to motivate students)

(CONTINUED)

Additional Information:

- **WHEN IN TOURNAMENT PLAY:**
 - a. Play as many tournament games in as many days as needed. The block plan includes 2 days (for all 6 teams to play one another, once). Keep playing tournaments until the last class period (Lesson #10), which focuses on the skills posttest. That may be during week 3
 - b. There are 2 tournament play options:
 - i. Play 6 teams all at once w/students self-refereeing game OR
 - ii. Play 4 teams with the remaining 2 teams acting as refs, lines-people, scorekeepers.
 - c. **If playing 6 teams:**
 - i. At least **TWO** tournament days are needed to complete the circuit (depending on how many “X minute” games are played).
 - ii. Extend the number of unit days so students can participate in:
 - 1. Games so teacher can assess game skills
 - 2. “Free time” where teams are created/games played based on:
 - a. *Skill level*: 1 court for competitive play; 1 court for recreation play, 1 court practice skills for skill test
 - b. *Preparation for skills test*: 1 court for serving practice; 1 court for indirect bump/set practice; 1 court for direct bump/set practice
 - 3. Modified games such as (Modify these games further based on class needs):
 - a. Action ball (1:23): <https://www.youtube.com/watch?v=WOrL4ut-kQU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=11>
 - b. Battle ball (1:17): <https://www.youtube.com/watch?v=mLm0SB8i59A&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=12>
 - d. **If playing 4 teams with 2 teams refereeing:**
 - i. At least **THREE** tournament days are needed to complete the circuit (depending on how many “X minute” games are played).
 - ii. On the “Tournament schedule”:
 - 1. *White boxes* indicate standard round robin play (teams play one another ONCE).
 - 2. *Grey boxes*: are extra games to complete the schedule (w/9 games in total played, 3 each day for 3 days).
 - iii. Students don’t “have to” participate in the extra games. Alternatives include:
 - 1. Playing the games so teacher can assess game skills
 - 2. Playing modified games listed above (Action ball; Battle ball)
 - 3. “Free time” where teams are created/games played based on:
 - a. *Skill level*: 1 court for competitive play; 1 court for recreation play, 1 court practice skills for skill test
 - b. *Preparation for skills test*: 1 court for serving practice; 1 court for indirect bump/set practice; 1 court for direct bump/set practice
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION**: Have students
 - a. Watch videos on website before coming to class.
 - b. Perform “Assessment Sheet,” at home using word processing software.
 - c. Watch videos at stations during drills/games to remind how to perform the skills.
 - d. Take an online test at home regarding skills and/or 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 awarding/keeping points.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #8 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-10 min		<p><u>Lesson # 1-7 Review:</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Give “Fistball serve” handout (lesson #7) to absent students to put in portfolio. ○ Review Lesson #1-7 information/skills: (1) students answer questions; (2) demonstrate skills correctly &/or with errors so students correct errors: <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 <u>TRAJECTORY</u>, 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 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 other 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 ● <u>What do they need to do to get the most force from the ball when bumping/setting it?</u> Use knees from down to up, follow through, etc.) ● <u>Serve questions:</u> Purpose: (1) Start the game/point, (2) Distract opponent's offense; Importance: Only time team scores; Types: (1) Underhand, (2) Overhand, (3) Jump; Rules: (Lesson #1 handout); Performance (demonstrate under/overhand skills correctly &/or with errors so students correct errors). ○ Give back/review graded Lesson #7 assessment. Students 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 7 assessment in portfolio or to the side 	<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 ○ Weight back ○ Ball in non-hit hand ○ Hit arm back ○ Toss ball in air ○ Wt shift to front ft ○ Hit with fist

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #8 (Page 2 of 2)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-10 min		<p><u>Fistball Defense & Returns:</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Teach how to perform the Fistball Defense & Returns: ○ Show Video: <ul style="list-style-type: none"> ● Defense (0:44): https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=4 ● Give out/review: “Fistball Defense & Returns” to each student (LITERACY). ● Demonstrate skill using teacher or student volunteer. ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ Physically demo Defense & Returns using teacher or student volunteer. ○ Put handout to the side/in portfolio. ○ The RETURN is for RECREATIONAL Fistball. In competition, the return is a spike. This is a beginner class, played on a smaller court, & the spike is dangerous. Therefore, use the methods/information in handout. 	<p>Return:</p> <ul style="list-style-type: none"> ○ Bow & arrow (in handout) ○ Extend arm ○ Hit ball w/flat knuckles
5-10 min		<p><u>Review: Rules, Scoring, Officiating (Refereeing):</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Review “Recreational Fistball History, Rules & Information” handout from student’s portfolio Lesson #1 (or give out). ○ Divide students into 6 teams. Either play: <ul style="list-style-type: none"> ● 6 teams play at once w/each team self-officiating, OR ● 4 teams play on 2 courts w/each of the other teams taking a court to referee, be lines-people & score. ○ Use tournament schedule in “modifications” column. ○ Ask students if they have questions. 	<p>6 Teams playing: Round 1: 1 v 2; 3 v 6; 4 v 5 Round 2: 3 v 4; 6 v 1; 2 v 5 Round 3: 6 v 4; 2 v 3; 1 v 5</p> <p>4 Teams Playing: Round 1: 1 v 2 (4 ref); 3 v 6 (5 ref) Round 2: 3 v 4 (6 ref); 2 v 5 (1 ref) Round 3: 6 v 4 (2 ref); 1 v 5 (3 ref)</p>	
24 min		<p><u>Round Robin Tournament Play:</u></p> <ul style="list-style-type: none"> ○ Play 8 min games. Remaining games played next class. ○ Record scores (wins/loss) on “Tournament Schedule”. 	<p>Modification: Play only 2 rounds (more time to play). Add round 3 to next class schedule.</p>	
5-10 min		<p><u>Closure and Assessment</u></p> <ul style="list-style-type: none"> ○ Students sit in general space in front of teacher. ○ Distribute/review “Achieving/Maintaining Health-Enhancing Physical Activity & Fitness” & a pencil w/students. ○ Students complete assessment individually for rest of period. ○ Give a 2 min warning to complete the assessment form. ○ Collect the assessments and pencils at the end of the period. 	<ul style="list-style-type: none"> ○ Ask students if they have any questions. ○ Remind students Tournaments will continue the next class so every team plays one another. They keep the same teams for the remainder of unit. 	

Lesson Reflection/Notes:

Team 1 Members

1. _____
2. _____
3. _____
4. _____
5. _____

Team 2 Members

1. _____
2. _____
3. _____
4. _____
5. _____

Team 3 Members

1. _____
2. _____
3. _____
4. _____
5. _____

Team 4 Members

1. _____
2. _____
3. _____
4. _____
5. _____

Team 5 Members

1. _____
2. _____
3. _____
4. _____
5. _____

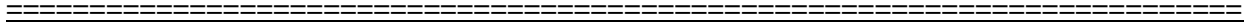
Team 6 Members

1. _____
2. _____
3. _____
4. _____
5. _____

6 Team Round Robin Tournament Schedule

<u>TEAM</u>	<u>WINS</u>	<u>LOSSES</u>
1		
2		
3		
4		
5		
6		

<u>Round 1</u>	<u>Round 2</u>	<u>Round 3</u>	<u>Round 4</u>	<u>Round 5</u>
1 v 2	3 v 4	6 v 4	4 v 1	5 v 6
3 v 6	6 v 1	2 v 3	5 v 3	1 v 3
4 v 5	2 v 5	1 v 5	6 v 2	4 v 2



6 Team Round Robin Tournament Schedule

<u>Round 1</u>	<u>Round 2</u>	<u>Round 3</u>	<u>Round 4</u>	<u>Round 5</u>
1 v 2 (4 refs)	3 v 4 (6 refs)	6 v 4 (2 refs)	4 v 1 (2 refs)	5 v 6 (4 refs)
3 v 6 (5 refs)	6 v 1 (1 refs)	2 v 3 (3 refs)	5 v 3 (6 refs)	1 v 3 (2 refs)

<u>Round 6</u>	<u>Round 7</u>	<u>Round 8</u>	<u>Round 9</u>
4 v 5 (1 refs)	2 v 5 (1 refs)	1 v 5 (2 refs)	1 v 2 (4 refs)
6 v 2 (3 refs)	4 v 2 (3 refs)	3 v 4 (6 refs)	3 v 6 (5 refs)

<u>TEAM</u>	<u>WINS</u>	<u>LOSSES</u>
1		
2		
3		
4		
5		
6		

Fistball Defense and Returns

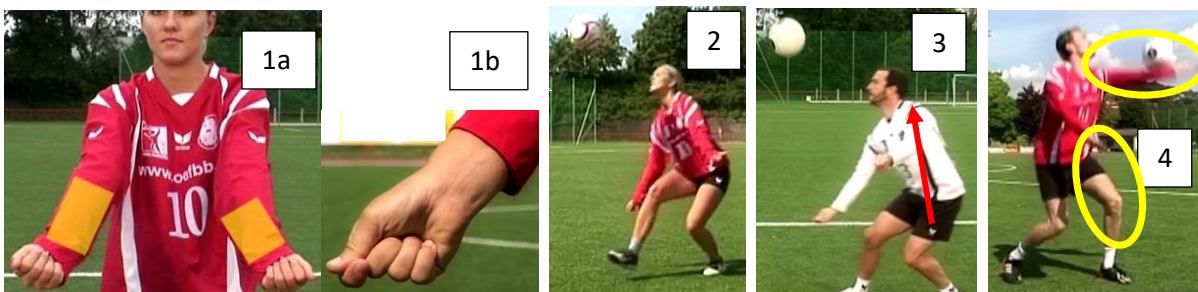
<https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=4>

Defense:

1. General defense information: Lesson #2 (“Performing the Fistball Blow: Indirect (Bounce)/ Direct (No bounce) Pass (a.k.a. Volleyball Bump” handout).
2. Prevent opposing team scoring. The **PURSUIT** of the ball is **RELENTLESS**. Rules list how & under what circumstances the defense can attempt to stop offensive players (Lesson #1 “Recreational Fistball History, Rules & Information”).
3. It starts when the ball is contacted and/or controlled by opponent, until the ball crosses the plane of the net to the team’s side of the net and is either blocked (advance skill) back to opponent or controlled for an offensive play by the team.
4. When a ball is in play, always follow it with your eyes. Play thinking “Every ball is coming to me” and be in a position to make the play when it comes to your specific area.
5. You are responsible for a defensive area, not just one precise spot on the court. Always ask, “Am I in the right spot?” Being able to get to the ball means you are in the right spot.”
6. Do not fall to the floor if it is not necessary.

Skill Analysis/How to Perform: The ball is first contacted by opponent & crosses the net. Anticipate where the ball will land. Move to that area to touch the ball: (1) directly or (2) indirectly (lunging if necessary), using the following steps:

- Make contact with the ball using the broad part of the forearm (Picture 1a), 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]).
- No need to perform the **Pick** (aka volleyball dig with a shoulder roll at the end) in recreational Fistball, as this is an advanced skill.



Return:

In the past, we learned Offensive Strategies: Serve, set, pass, & return.

Purpose/goal: Get the ball over the net in a way confusing the opponent & winning a point for your team.

Types: Like the bump and set, the Return can be performed: (1) directly or (2) indirectly.

How: Each team touches the ball up to 3 times on its own side during a rally, with the third touch being the RETURN, that is, the skill that gets the ball over the net (if the previous two touches did not do so).

NOTE: This is for RECREATION Fistball. Keep BOTH FEET ON THE GROUND.

NO JUMPING/SPIKING THE BALL!!!!

1. The setter sets the ball near the net.
2. The ball can be returned over/under hand: (1) directly (no bounce) or (2) indirectly (with a bounce).
3. The **OVERHAND** return touch is performed by:
 - a. Bow & Arrow: Non-dominant arm is raised straight out in front of the body for **COUNTER-BALANCE**, with dominant arm raised with elbow bent with the forearm behind the back with the hand above the ear (Picture 1).
 - b. Knees are slightly bent.
 - c. As dominant hand/arm extends overhead to touch the ball, make a fist.
 - d. Make contact between the bottom & middle the ball, using the fist (giving it height) with non-dominant arm dropping to the side of the body (Picture 2).
 - e. Direct the ball with the fist keeping the knuckles flat as possible (A flat surface makes it easier to direct the ball. Uneven surface means little/no ball control).



4. The **UNDERHAND** return touch (just like the bump or set) is performed by:
 - a. Non-dominant arm is raised straight out in front or to the side of the body for COUNTER-BALANCE. Dominant arm backwards, past hip, elbow straight, hand in fist. Knees slightly bent.
 - b. Prior to ball contact, knees extend & non-striking arm swings from back to front, waist height.
 - c. Make contact with the ball on the dominant forearm & straightening knees.
 - d. Arm moves with the body, not on its own (Keep arm still, don't swing it).
 - e. Ball is hit with same arm/leg technique [i.e. if right arm strikes ball, right leg is forward].

Achieving/Maintaining Health-Enhancing Physical Activity & Fitness Assessment Worksheet

Name: _____ Date: _____ Class: _____

Directions:

- A. Identify the skill necessary to perform each Fistball activity listed below. Use the words in the “Skill” box to help. Choose the best answer for each Fistball activity.
- B. Select & write the name of a warm up activity that helps a person prepare to participate in the Fistball activity for the skill selected. Use warm-ups in “Warm Up Activities” box (use each answer once).
- C. Answer questions below based on your Fistball knowledge.
- D. Each correct answer is worth 10%. You need a 70% or higher to pass.

<u>Skill</u>
1. Flexibility
2. Muscular Strength
3. Cardiovascular Endurance

<u>Warm Up Activities</u>
1. Push Ups
2. Straddle stretches
3. Rope jumping

<u>Fistball Activity</u>	<u>Skill</u>	<u>Warm Up Activity</u>
Example: Serving the ball	Muscular Strength	Weight Lifting (not on list)
Running to get to the ball		
Lunging for the ball		
Setting the ball		

1. Explain why stretching (like “Straddle stretches” list above) is important to perform before participating in an activity.

2. Define cardiovascular endurance.

3. Having muscular strength is important for all Fistball skills. List a muscular strength activity to develop leg strength.

4. List a different warm-up activity to develop cardiovascular endurance (other than listed above).

Achieving/Maintaining Health-Enhancing Physical Activity & Fitness Assessment Worksheet
ANSWERS

Directions:

- A. Identify the skill necessary to perform each Fistball activity listed below. Use the words in the “Skill” box to help. Choose the best answer for each Fistball activity.
- B. Select & write the name of a warm up activity that helps a person prepare to participate in the Fistball activity for the skill selected. Use warm-ups in “Warm Up Activities” box (use each answer once).
- C. Answer questions below based on your Fistball knowledge.
- D. Each correct answer is worth 10%. You need a 70% or higher to pass.

<u>Skill</u>	<u>Warm Up Activities</u>
<ol style="list-style-type: none"> 1. Flexibility 2. Muscular Strength 3. Cardiovascular Endurance 	<ol style="list-style-type: none"> 1. Push Ups 2. Straddle stretches 3. Rope jumping

<u>Fistball Activity</u>	<u>Skill</u>	<u>Warm Up Activity</u>
Running to get to the ball	Cardiovascular Endurance	Rope jumping
Lunging for the ball	Flexibility	Straddle stretches
Setting the ball	Muscular Strength	Push ups

1. Explain why stretching (like “Straddle stretches” list above) is important to perform before participating in an activity. **Answers will vary and may include:** (1) Helps maintain range of motion; (2) decrease lactic acid build up; (3) reduces risk of injury by increasing blood flow to muscles
2. Define cardiovascular endurance. **Answers will vary and may include:** (1) Ability of the heart and lungs to supply oxygen-rich blood to the working muscle tissues and the ability of the muscles to use oxygen to produce energy for movement; (2) indicates level of aerobic health; how well and efficiently the blood circulates through the body
3. Having muscular strength is important for all Fistball skills. List a muscular strength activity to develop leg strength. **Answers will vary and may include:** (1) leg lunges, (2) calf raises, (3) wall squats, (4) weight training activities: leg extensions, leg curl, squats
4. List a different warm-up activity to develop cardiovascular endurance (other than listed above). **Answers will vary and may include:** (1) jogging, (2) swimming, (3) stairs, (4) treadmill, (5) bike, (6) rowing, (7) jumping jacks, (8) mountain climbers