



Fistball as a Team Sport in the USA

As Fistball continues to gain acceptance as a team sport here in the USA, it should be noted that Fistball has been played locally in NJ and PA sports clubs since the 1930's – and in Wisconsin for 60 years fielding both u18 and over 18 club and national teams that have competed in international competition.

The immediate United States Fistball Association focus is to create awareness and grow the sport of Fistball with an emphasis on u18 and u21 youth athletes - hence the Fistball Curriculum for schools.

Exciting opportunities exist for those players that choose to play Fistball, for example, in 2016, the USFA sent the first u18 Girls USA National Fistball team to compete the World Fistball Championship held in Nuremburg, Germany. In 2017 the USFA sent both a u18 Girls and u18 Boys USA National Fistball team to the u18 European Championships in Switzerland. Plus, during July 2018, the USFA held the u18 World Championships for the very first time in N.J. with 8 Countries participating. In addition, we are now actively recruiting for both u18 Boys and u18 Girls National Fistball teams to compete in Austria during the summer of 2020 and the 2022 Fistball World Championships in New Zealand.

Since Fistball has been played internationally for decades, it has been also featured in the World Games and will be featured once again in 2021 World Games held in Birmingham Alabama. Plus, because of the international acceptance of the sport, Fistball has a good chance of being a demonstration sport for the 2024 Paris Olympics.

We look forward to collaborating with you in the development of our next generation of Fistball players for the United States Fistball Association and for the United States National Fistball Teams

Respectfully,

Bob Feid

A handwritten signature in blue ink that reads "Bob Feid".

President



The United States Fistball Association is a not-for-profit 501(c)(3) organization officially recognized by the International Fistball Association (IFA) to promote and govern the sport of Fistball in the United States.



Recreational Fistball Curriculum

In Cooperation with: Dr. Joanne Margaret Hynes-Hunter

Table of Contents

INTRODUCTION	4
<i>Objective</i>	4
<i>Background</i>	4
<i>History</i>	4
<i>Benefits</i>	5
<i>Unit Plan Components</i>	5
<i>National Physical Education Standards</i>	6
<i>Interdisciplinary Education</i>	6
SAFETY CONSIDERATIONS	7
<i>General Safety Precautions</i>	7
<i>Class Preparation</i>	7
<i>Class Safety Rules</i>	7
EQUIPMENT NEEDS	7
<i>Equipment</i>	7
<i>Student Handouts (1 per student)</i>	8
<i>Assessments (1 per student)</i>	8
<i>Teacher Guides:</i>	8
<i>Class Posters:</i>	8
<i>Optional Equipment</i>	8
RECREATIONAL RULES	9
COMPETITIVE RULES & SKILLS	10
<i>Positions</i>	11
• The Setter	11
• Returners	11
• Defenders	11
<i>Skills</i>	12
Serving	12
Service Errors	12
Closed-fist Pass & Set	12
Closed-fist Pass & Set Errors	12
Rally	12
Rally Errors	13
Miscellaneous Rules	13
Court Dimensions	13

TERMINOLOGY	14
TEACHING TIPS.....	16
BLOCK PLAN.....	18
REFERENCES & ADDITIONAL RESOURCES.....	20
REFERENCES (last visited 9/1/19)	20
WEBSITES (last visited 9/1/19).....	20
SOCIAL MEDIA	20
OFFICIAL EQUIPMENT (BALLS, CLOTHING, ACCESSORIES, TRAINING MATERIALS, BOOKS).....	20
VIDEOS (Last visited 9/1/19).....	20
<i>Fistball Trailers/Rules/Highlights:</i>	20
<i>Skills</i>	20

INTRODUCTION

Objective

Make grade 4-12 students aware of, & become skilled in, Fistball at the recreational level. This, in turn, will hopefully motivate them to participate in Fistball at a club or team level &/or use Fistball as a sport they can participate throughout their lifetime.

Background

Fistball is a team sport where two teams of five players compete against each other on two half-fields, separated by a centerline & a net (or rope) stretched between two posts. Each play starts with a serve. Players are to hit a ball across & over the net (or rope) using only a closed fist &/or arm (unlike volleyball where open hands are allowed) so opponents cannot return it.

After clearing the net (rope), the ball may be touched up to three times by any three of the five players on the court (with no consecutive hits by an individual player). The ball can bounce before each touch (unlike volleyball where no bounce is allowed). The three hits are used to save, set & return the ball back into the opponent's half, in that order.

Points are awarded to a team if the opponents are unable to return the ball in the field of play within three valid touches. After the initial serve, the team winning the point concedes the serve to the other team. A match is played in the best of five sets format, where the team winning three sets wins the match. Each set is played to 11 points with the winner leading by 2-points. If not, the match continues until one of the teams has a 2-point lead, or reaches 15 points, whichever comes first.

History

No one knows exactly when the game of Fistball (originally known as “Faustball”) was “invented”. What is certain is the roots lie in the southern part of Europe, in/around Italy. The earliest known written mention of the game is by Roman Emperor Gordian III, in 240 AD. Antonius Scaino first recorded rules in 1555. At that time, Fistball was not played as a competitive sport. Rather, it was a fun pastime for nobles & **gentry** (Literacy/definition/CORE word). This was concluded when in 1786, in his diary “An Italian Journey,” Johann Wolfgang Goethe mentions Fistball as a game between ‘four noblemen from Verona & four Venetians’.

Fistball was introduced to Germany in 1870 by Georg Weber & was first presented in 1885 at the German Gymnastics Festival in Dresden. In 1894, Georg Weber, along with Dr. Heinrich Schnell, drafted the first German rules for Fistball that included the sport's first competitive elements. During this time, Fistball spread to the surrounding neighboring, German-speaking countries. German immigrants also spread the sport to all continents. The first German men's Fistball championships were held at the 1913 German Gymnastics Festival in Leipzig. In 1921, the first German women's Fistball championship was held. Fistball began to grow & by 1927, almost 12,000 teams played organized Fistball in Germany.

The International Association (IFA) was founded in 1960 & is the organization for all national & federated Fistball organizations worldwide. The first IFA Fistball World Championships for men were held in Linz, Austria in 1968. The first IFA Fistball World Championships for women were held in Buenos Aires, Argentina in 1994. Tournaments are currently held **quadrennially** (Literacy/definition/CORE word) for men and biannually for women.

Today, Fistball teams compete in NY, NJ, PA & Wisconsin, where the game is played indoors &/or outdoors & recreationally or competitively. In 1999, the United States Fistball Association (USFA) sent its first Men's National Fistball team to compete in the World Fistball Championships followed by a Woman's National Fistball team in 2014. In 2016 & 2017, the USFA sent u18 (under 18-year-old) Boys & Girls teams to compete in Germany & Switzerland.

In the summer of 2018, the USA held the u18 Fistball World Championships in Roxbury N.J. with eight countries participating. In 2021, Birmingham Alabama will host the World Games with Fistball being one of the games highlighted. Hopefully, in 2028, Fistball will be an **Olympic demonstration sport** (Definition/Extra credit topic) in Los Angeles. Now is a great time to get involved with Fistball & become a potential Fistball Olympian!

Benefits

- A. Fistball builds upper & lower body muscles; is great for developing cardiovascular endurance; improves hand-eye coordination; affords the opportunity to communicate with others & work as a team.
- B. Fistball is a lot like volleyball. Therefore, the transfer of skills is easier, making Fistball faster to learn than other new sports.
- C. A regulation volleyball court & equipment (or slight variations in equipment like using a rope instead of a net) can be used for beginners. This allows teachers with a budget to introduce a new sport into the curriculum without the need for purchasing new equipment.

Unit Plan Components

This unit contains the skills to play recreational Fistball: serving (overhand, underhand), indirect, direct closed fist passing/setting & returning. The pick, dig, jump serve, block, spike, hook, specific positions, substitutions, & offensive/defensive strategies are NOT discussed, as these are competitive skills for intermediate/advanced players (although information on these skills are provided in the resource section).

This unit contains (in order of appearance in the unit plan):

- **SAFETY CONSIDERATIONS.** Detailed information keeping students safe while participating in the unit.
- **EQUIPMENT NEEDS.** An inventory for the entire program is listed. Daily equipment needs are given at the beginning of each lesson.
- **BASIC RULES.** Information on how to play Fistball recreationally as well competitively.
- **BLOCK PLAN.** A daily reference outlining the Fistball information/skills to be reviewed & taught during 10-lesson unit. The Block Plan also includes the National Physical Education Standard addressed; titles of the activities played & assessment given for each day.
- **TEN BEGINNER LEVEL LESSONS.** Each lesson is approximately 60 minutes in length & is designed for 30 beginner students in grades 4-12. However, activity/skill modifications/extensions are included making activities easier/difficult in order to accommodate all learners regardless of skill or ability level. NOTE: If *Block Scheduling* is not utilized; the lessons can be modified to accommodate a shorter class period or broken into two lessons.
- **ASSESSMENTS.** Fun, authentic teacher & student-directed evaluations assessing student learning & skill development using the NPE Standards are provided for every lesson.
- **REFERENCES & ADDITIONAL RESOURCES.** This unit includes all the references used to create the curriculum. Additional Resources including websites, social media (Facebook, Twitter, Instagram, etc.) videos (online videos), & where to purchase official equipment is found in this section.

National Physical Education Standards

All lessons include task cards, point cards, handouts, assessments (both authentic student & teacher evaluations evaluating student learning) & address the National Physical Education Standards (NPES), designed by the Society of Health and Physical Educators of America (SHAPE America). The NPES defines what a Kindergarten-Grade 12 Physical Education student should know & be able to do as result of a highly effective physical education program. States & local school districts across the country use the NPES to develop or revise existing standards, frameworks & curricula. Each standard starts with the same line & concludes with one of 5 NPE standards. That is: “**The physically literate individual...**”

- Standard 1: Demonstrates competency in a variety of motor skills & movement patterns.
- Standard 2: Applies knowledge of concepts, principles, strategies & tactics related to movement & performance.
- Standard 3: Demonstrates the knowledge & skills to achieve & maintain a health-enhancing level of physical activity & fitness.
- Standard 4: Exhibits responsible personal & social behavior that respects self & others.
- Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression &/or social interaction.

Interdisciplinary Education

All unit lessons are interdisciplinary in nature. That is, in addition to physical education they integrate another subject matter. The other subjects include:

- Science integration:
 - a. Lesson 6 devotes learning Fistball skills through physics by performing labs in class.
- Technology integration:
 - a. Perform Flip Classroom: Students watch videos on the school’s website BEFORE coming to class.
 - b. Watch videos of each skill being performed at stations reminding students how to perform skills.
 - c. Take online tests at home rather than in class testing student knowledge.
 - d. Students complete homework assignments at home using a Word Processor to answer assignment questions, use spreadsheets to create tables & charts, etc.
- Math integration: Math is integrated in several fun & interesting ways.
 - a. Award/keep points during games/activities.
 - b. Award different point values for different skills (higher points awarded to difficult skills).
 - c. Perform physic calculations answering questions on Lesson 6’s handout.
- LBGTQIA+ Integration: This Fistball Curriculum was thoughtfully created with LBGTQ+ students in mind.
 - a. Specific lessons encourage/teach/assess respectful behavior.
 - b. Lesson plans & handouts are written without gender-specific pro-nouns so EVERYONE is included in the class & no one is left out/feels uncomfortable because only s/he pronouns are used (as in ALL other curriculums).

(CONTINUED)

- *Literacy integration*: Literacy (reading, writing, vocabulary, spelling, & comprehension) is integrated in every lesson in one or multiple ways:
 - a. Students must read to themselves or out loud in class:
 - Handouts (At the beginning of class when learning/reviewing a skill)
 - Testing assessment sheets (performed at the end of each class)
 - Task cards (When performing station activities, students must read from these to get directions)
 - b. In the documents listed above, a word that is **Bolded**, CAPITALIZED, underlined, highlighted in yellow, & italicized indicate a **LITERACY INTEGRATION/CORE** word. Students can look up, define, report on these words as set by the school.

SAFETY CONSIDERATIONS

Fistball is a fairly safe sport to play. Accidents are few, & common sense will prevent mishaps from occurring. Reinforcing safety rules ensures students have a fun & SAFE experience. Guidelines for playing safe include:

General Safety Precautions:

Teachers must make the class as safe as possible for all students.

1. Provide adequate supervision. Never leave a class unsupervised.
2. Post-class safety rules (listed below & provided in Lesson #1) where students can read/see/have access to them daily (e.g. locker room, gymnasium, bulletin boards, etc.).
3. Provide safe equipment. Inspect equipment routinely & teach students to inspect equipment daily before each use. Remove damaged equipment immediately.
4. Make sure students warm up wrists, ankles, & knees thoroughly to avoid injuries.

Class Preparation:

1. Make sure there is plenty of space (3 to 5 feet) between each student while warming up & practicing skills.

Class Safety Rules:

1. Roll the ball to other side when changing possession (NO kicking the ball to the other side of the court).
2. No hanging on the net (rope) or poles (standards) before, during, after the game/activity.
3. Students must wear proper clothes & shoes to play.
4. Always keep hands to self.
5. Pay attention to what is going on while on the court at all times.
6. Students must show good sportspersonship at all times.
7. **Use your own class rules as necessary.**

EQUIPMENT NEEDS

Equipment

The equipment needed for this Fistball unit teaching a class of 30 students includes:

- | | |
|---------------------------------|--|
| • 16 Fistballs/Volleyballs | • 30 bowling pins (or similar targets) |
| • 12 standards (poles) | • 1 roll of painter's tape |
| • 3 nets | • 1 bag of large balloons |
| • 3 courts | • 2 X 66' ropes |
| • 1 pencil per student | • 2 X 10' ropes |
| • 1 polyspot per student | • 34 small Cones |
| • 1 100' Tape measure | • 1 Projector/screen/access to internet to watch
Fistball skills/rules videos |
| • 30 plastic hoops (hula-hoops) | • 6 Basketball hoops |
| • 40 domes | |

Student Handouts (1 per student):

- Recreational Fistball History, Rules and Information (Lesson 1)
- Performing the Fistball Closed-Fist Pass: Indirect (Bounce)/Direct (No bounce) Pass (Lesson 2)
- Performing the Fistball Set: Indirect (Bounce)/Direct (No bounce) (Lesson 4)
- The Fistball Serve (Lesson 7)
- Fistball Defense and Returns (Lesson 8)

Assessments (1 per student):

- Skill Testing Assessment Sheet (Lesson 1, 10)
- Values Physical Activity Assessment Sheet (Lesson 2)
- Personal and Social Responsibility Assessment Sheet (Lesson 3)
- Participating in Physical Activities (Lesson 4)
- Add it up point tracker #1 (easy); #2 (harder) (Lesson 5)
- Fistball Skill Concepts Assessment Sheet (Lesson 5)
- Fistball Physics (Lesson 6)
- Personal and Social Responsibility Assessment Sheet (Lesson 7)
- Achieving/Maintaining Health-Enhancing Physical Activity & Fitness (Lesson 8)
- Value of physical activity (Lesson 9)

Teacher Guides:

- Fistball Skill Test Teacher's Set Up and Grading Procedures (Lesson 1, 10)
- Fistball Physics Teacher Guide (Lesson 6)

Class Posters:

- Skill Testing Station Cards (Lesson 1)
- Fistball safety rules (Lesson 1)
- 34-point number/score cards (Lesson 1)
- Team Members (Lesson 8)
- Tournament Schedule (Lesson 8)

Optional Equipment:

- Use a different type of ball including a volleyball floater, volleyball trainer, foam ball, beach ball &/or oversized volleyball as these are easier to spot & track for students of varying abilities. They are safer for beginning students as these allow students time to get & strike the ball.
- Pole & base pads for standards.
- 1 ball cart or ball net to easily carry balls.
- 1 clipboard per student (for handout/assessment management: keeps handouts/assessments from blowing away if the class is held outside as well as affords a hard surface for students to complete assessments).
- 1 laptop per court to show skill videos for student reference.
- iPod/Music system/music (played in the background during activity to motivate students).

RECREATIONAL RULES

Aim of the game:

1. Two teams of five players, hit the ball with a closed fist or forearm over the net (rope) into the opponents' half so the opponent is unable to return the ball in no more than 3 hits, with the ball being allowed to bounce on the ground once between each hit.
2. Great introductory videos (full of action) demonstrating Fistball's attributes are listed in Lesson 1 and in the unit's "Resource" section.

Set up:

1. Outdoor grass field or an indoor court with courts divided into two halves by a central line & a net (rope).
2. On each side, 2 parallel service lines are drawn to the central line.
3. Court dimensions are found in the "Court Dimensions" sub-section.

Start/serve:

1. The game starts by an under/overhand serve (refer to "Serving" sub-section below).
2. The team losing the last point or commits the last error makes the next serve.

Play:

1. Teams hit the ball over the net (rope) (refer to "Types of Hits" sub-section).
2. The ball can only be touched three times by the offensive team before sending it over the net - with a bounce being permissible before each contact, but no repeated hits by any individual player within the three attempts.

Errors/points awarded:

1. Volley continues until a team makes an error or a stoppage occurs (e.g. the ball hits the playing court twice, goes out of bounds or a team fails to return the ball properly).
2. A set ends when a team scores 11 points & is at least 2 points in the lead (i.e. 11 points to 9 points). If the score reaches 10 pts to 10 pts, the game is automatically extended until a team takes the lead by two points, or the first team to reach 15 points.
3. A point is scored when:
 - a. A team cannot return the ball
 - b. The ball touches the net or post during a serve
 - c. The ball touches the ground outside the boundaries of the court
 - d. The ball touches the ground twice in a row without any contact by a player in between
 - e. The ball is played on the side of the post past or below the net into the opponent's box
 - f. More than three players on a team touch the ball during a game turn
 - g. A player touches the ball a second time within a turn
 - h. The ball touches a body part other than the arm/fist (i.e., the ball cannot touch head, foot, open hand)
 - i. A player's grounding foot loses contact with the ground during the serve

Additional rules are presented in the "Competitive Rules & Skills" sub-section.

COMPETITIVE RULES & SKILLS

These rules are for in/outdoor competitive matches. However, the number of rules is reduced representing the minimum rules to play an official game in grades 4-12. Videos demonstrating how to play the game, highlight reels, skills and more are in the “Resource” section under “Fistball trailers/rules/highlights.”

Rule	Volleyball	Fistball
Court size	60' L X 30' W	164' (outdoor: grass) 131' (indoor) L X 66' W (Figure 2)
Net height	Men: 7'11 5/8"; Women: 7'4 1/8"	Men: 6'6"; Women: 6'2"
Players on court	6	5
Ball weight	Adults: 9-10 oz. (260-280 gms) Under 12: 7-8 oz. (198-227 gm)	Men: 12-13 oz. (350-380 g) Women: 11-12 oz. (320-350 g)
Service	Next player in rotation	Anyone
Service line	30 feet away from net	10 feet away from net
Crossing /touching service line during serve	No	One foot can cross, other foot must remain in contact w/ground behind service line
Service ball allowed to touch net	Yes	No
Rotating	Yes, after winning rally when opponent served last	No rotation. Positions are specialized
# of hits before ball must go over net	3	3
Bounces allowed in between hits	No	Yes, total of 3 (1 before each touch)
Rules for types of touches allowed	<ul style="list-style-type: none"> It is LEGAL to contact ball with any part of the body (head, foot) Punching/kicking, catching/throwing is ILLEGAL 	<ul style="list-style-type: none"> Only one arm (upper or lower) & contact with the fist are allowed Everything else is ILLEGAL
Going under the net	Illegal	Legal if doesn't impede opponent
Sets/Matches	<ul style="list-style-type: none"> 3-set matches are 2 sets to 25 points & a 3rd set to 15. Each set must be won by 2 pts. Winner is 1st team to win 2 sets Best of 5-sets: 5-set matches are 4 sets to 25 points & 5th set to 15 	<ul style="list-style-type: none"> A set ends when a team scores 11 pts & is leading by 2 pts (i.e. 11:9). If score reaches 10:10, the game is automatically extended until 1 team takes the lead by 2, or the 1st team to reach 15 points A match is played in a best of 3 (women) or 5 (men) sets (team winning 3 or 5 sets respectfully earns the win)

Table 1: Difference Between Volleyball & Fistball

Positions:

	<u>Outdoor</u>	<u>Indoor</u>
# of Court Players	5	5
Positioning “Letter”	“W” (refer to Figure 1)	“U” formation
Front Row Positions	(1) The Returner (AKA Attacker), (2) Setter, (3) Second Returner (Since spiking is NOT allowed, the “Attacker” title is changed to “Returner”)	(1) Returner, (2) Second Returner
Back Row Positions	2 Defenders	(1) Defender, (2) Setter, (3) Defender

Table 2: Difference Between Fistball Indoor & Outdoor Positions

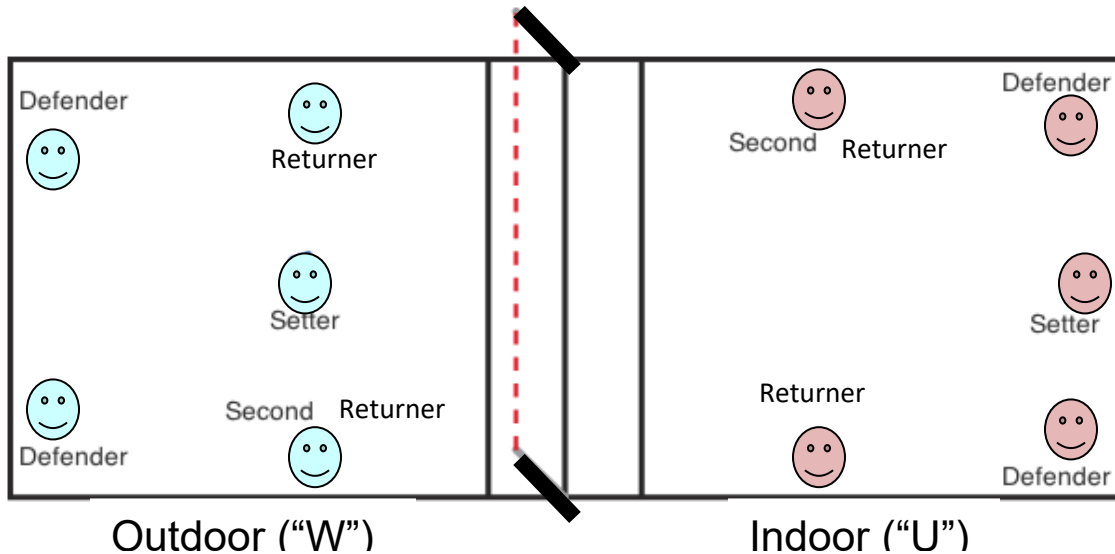


Figure 1: Out/Indoor Positioning

- **The Setter:**
 - Is the target player for the first touch/or set.
 - “Sets” up teammates for the return hit by performing a skill known as a “closed-fist” set (e.g. More on the skill in Lesson # 2).
 - In the “W” (“Outdoor”) formation (Table 1, 2, & Figure 1):
 - ❖ Covers the front middle, ready for short balls. However, since the setter is in the middle, the setter needs to prepare for any shots. Quick reflexes are required.
 - In the “U” (“Indoor”) formation (Table 1, 2, & Figure 1):
 - ❖ Moves to the back line to assist defense because short balls are not used, since the bounce is predictable. However, the setter needs to run to the front after each defense in order to set the ball for the return. Therefore, the setter should have great cardiovascular endurance.
- **Returners (Hitters)** (Table 1, 2, & Figure 1):
 - Play close to the net.
 - Get the ball over the net & in fair play.
- **Defenders** (Table 1, 2, & Figure 1):
 - Receive ball on serve or return. If a defensive shot is not fielded effectively, there is little chance for a strong return. The ball from an opponent's return or serve can be hard to field. Most successful defenses are the result of running hard to field the ball.

Skills (Videos for all skills are found in the “Resource” section):

Serving:

- Performed by any player. There is NO SERVING ROTATION (Players do NOT rotate positions).
- The server must throw the ball up visibly & hit it directly across the net in an underhand or overhead motion from anywhere behind the service line to the opponent’s side.
- The service begins as soon as the ball leaves the servers non-dominant hand.
- Although the service can be carried out by running, jumping, walking or standing, for this unit, it is suggested to ONLY TEACH the STANDING SERVE.
- The serve MUST start with one foot behind the service line & end with the same foot remaining in contact with & behind the service line. Therefore, the person serving straddles across the service line.
- The serve must be started & carried out without delay. The referee recognizes a delay by whistling. The serve must be carried out within 10 seconds of the whistle.
- An ACE is performed when an opponent cannot return the serve, resulting in a point for the serving team.

Service Errors (Point awarded to opponent with offense continuing to serve):

- **If serving**, errors include:
 - Ball hitting/going in/onto: (a) the net (regardless of where the ball lands on the court), (b) the posts above 2 meters, (c) the ground outside the court, (d) under the net.
 - The ball failing to reach the net or go over the opponent’s service line before bouncing.
 - Attempting to hit the ball but misses/or catches it.
 - Hitting the ball with an open hand (must hit the ball with the fist).
 - Server making first ground contact in front of serving line, moving ground contact foot from ground.

Closed-fist Pass & Set:

- The ball may be touched up to three times by any three of the five players on the court (with no repeat hits by any individual player within the three attempts) after the ball clears the net during the serve. The ball may bounce once before each touch (unlike volleyball where no bounce is allowed). The three hits are used to save, set & return the ball back into the opponent’s half of the court, in that order.
- The return of the ball is valid if it crosses the net within the opponent's court-half boundaries, while staying inside the posts, or touches an opponent.
- Contacts by the ball or player with the net after the serve is a fault with the point awarded to the opponent.
- A team can return a ball hit in the opponent's half or if it has touched the ground in the opponent's half & has not yet crossed the net.
- If a player is obstructed by an opponent, this is regarded as the player’s point.

Closed-fist Pass & Set Errors (Point awarded to opponent):

- Catching/Throwing/Pushing the ball.
- Carrying/lifting the ball (&/or any underhand hit made with the palms of the hand).
- A player touching the ball a second time within a turn (hits ball twice in succession [double hit]).
- A ball played off any part of the body other than arm, below shoulder, or closed fist (such as the foot or head).

Rally:

- Each rally starts with a serve & ends with a fault, game set/half or stoppage.
- Only faults during a rally are scored.

Rally Errors (Point awarded to opponent):

- If the ball touches the ground twice in a row without any contact by a player in between.
- More than three players on a team to touch the ball during a game turn.
- A ball touching the ground outside the marked court is the fault of the team that touched it last (The Court Dimensions can be viewed as a diagram in Figure 2 below).
- If the ball touches a non-playing person, it is the same as having touched the ground. It is the fault of the team touching it last.
- A fault is recorded when a player enters the opponent's half without good reason, especially if it interferes with the opponent's performance.
- INDOORS:
 - A fault is called if the ball contacts the wall.
 - If the **ball touches the ceiling on the service or return**, it is the acting team's fault.

Miscellaneous Rules:

- The ceiling is part of the court therefore a ball touching it is playable, other when it is a serve or service return).
- A ball that lands on the line is IN bounds & is playable.
- The referee can punish unsportsmanlike behavior according to the severity of the offense:
 - Caution (Yellow card)
 - Suspension until both teams together have won 10 points (Yellow & Red card)
 - Disqualification (Red card)
- Each fault counts as a point for the opposing team. Following a fault, the team that has made the fault serves.

Court Dimensions:

- A net is suspended between two posts 2 meters (6.5') high for men & 1.90 meters (6.2) for women (Net heights for other ages are listed in Table 3). Posts are placed at the intersection of the centerline & boundary lines. The net is between 3 centimeters (1") & 6 centimeters (2.4') wide if measured vertically

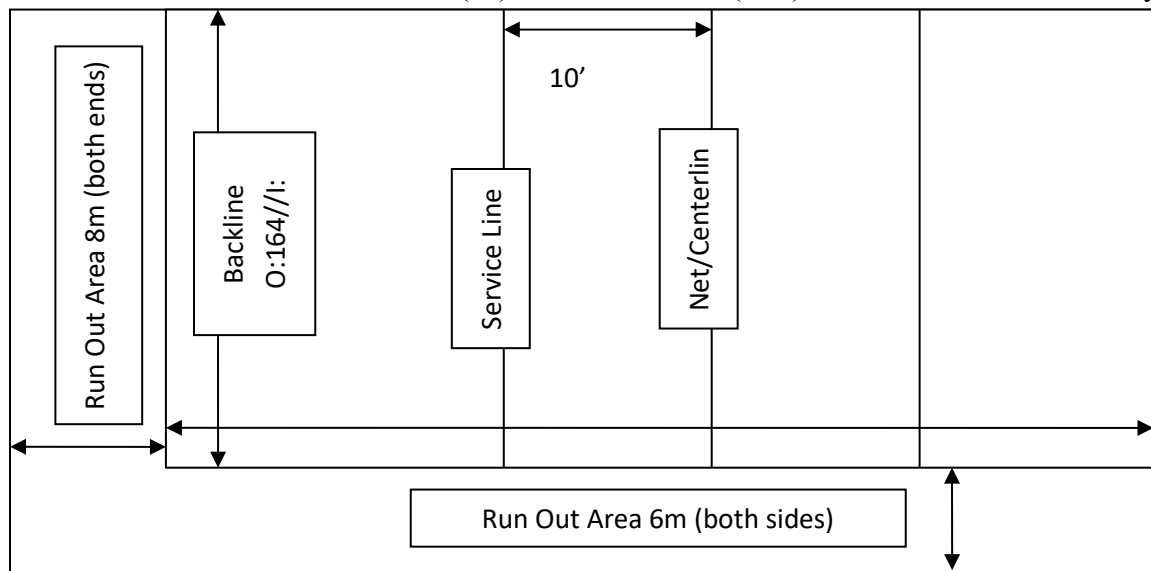


Figure 2: Court Dimensions
O=Outside; I=Inside

<u>Age</u>	<u>Court Size</u>	<u>Net Ht</u>
Males 16-18	50 X 20 meters (164' X 66')	2 meters (6.5')
Females 16-18	50 X 20 meters (164' X 66')	1.9 meters (6.2')
Males 14-15	40 X 20 meters (131' X 66')	1.8 meters (5.9')
Females 14-15	40 X 20 meters (131' X 66')	1.8 meters (5.9')
Males 12-13	30X15/28X15*m (98'X49'/92'X49')	1.6 meters (5.2')
Females 12-13	30X15/28X15*m (98'X49'/92'X49')	1.6 meters (5.2')
Males 10-11	20X10/28/15*m (65'X32'/92'X49')	1.6 meters (5.2')
Females 10-11	20X10/28/15*m (65'X32'/92'X49')	1.6 meters (5.2')

Table 3: Age, Court Size, Net

* = to be decided by a federation member

- Nets can only be accepted if they are easily distinguishable by a bright & dark coloring in intervals of 15 (6") to 20 centimeters (8") (Figure 3).



Figure 3: Net Interval Coloring

TERMINOLOGY

Ace: Serve an opponent cannot return resulting in a point for the serving team.

Anchoring: The length of the net.

Attacking/Attacker/Returner: Player able to hit the ball with high impact (selecting skills such as a dink, spike).

Closed Fist Pass (AKA Blow): Forearm pass/set. Contacting the ball with the forearm or fist while receiving a serve or the first contact of the ball with the intent to control the ball to another player in an underhanded manner.

Direct Set/Pass: When the ball is hit directly by the attacker without the ball first touching the ground.

Fault: Violation of the rules.

Fistball: A team sport where 2 teams of 5 players compete against each other on 2 half-fields, separated by a centerline & a net (or rope) stretched between 2 posts. Each play starts with a serve. Players hit a ball across & over the net using only a closed fist &/or arm so opponents cannot return it.

Flip Classroom: Enhances student learning and achievement by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. To accomplish this, teachers post short videos online for students to view at home prior to the next class session. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions.

Game / Set / Match Point: Last point in a game / set / match

Indirect Set/Pass: When the ball is set/passed for the attack by hitting the ball in the air & allowing for a bounce.

Interdisciplinary Education: A style of education that incorporates knowledge and skills from multiple areas of learning. Its primary purpose is to enhance critical thinking skills. This unit uses interdisciplinary learning to accommodate the interests of ALL students regardless of ability or skill level.

LBGTQIA+ Integration: This curriculum was developed with the understanding everyone is uniquely different. Regardless of the difference, this curriculum has specific lesson activities addressing respect & social responsibility so students leave the class feeling physically/emotionally safe in the school environment. Removing gender specific pronouns helps promote respect for LBGTQIA+ students and improve students' overall school experience. LBGTQIA+ stands for:

L - Lesbian. Lesbian is a term used to refer to homosexual females.

G - Gay. Gay is a term used to refer to homosexuality, a homosexual person, or a homosexual male.

B - Bisexual. Bisexual is when a person is attracted to two sexes/genders.

T - Trans. Trans is an umbrella term for transgender and transsexual people.

Q - Queer/Questioning. Queer is an umbrella term for all of those who are not heterosexual and/or cisgender. Questioning is when a person isn't 100% sure of their sexual orientation and/or gender and are trying to find their identity.

I - Intersex. Intersex is when a person has an indeterminate mix of primary and secondary sex characteristics.

A - Asexuality. Asexuality is when a person experiences no (or little, if referring to demi sexuality or grey asexuality) sexual attraction to people.

+ - The "+" symbol simply stands for all of the other sexualities, sexes, and genders that aren't included in these letters.

National Physical Education Standards (NPES): The NPES defines what a Kindergarten-Grade 12 Physical Education student should know & be able to do as result of a highly effective physical education program. States & local school districts across the country use the NPES to develop or revise existing standards, frameworks & curricula. Revised by the Society for Health and Physical Educators in America (SHAPE America) in 2013.

Out of Bounds: When a ball lands completely outside of the boundary lines.

Pass: Receiving a serve or the first contact of the ball with the intent to control the ball to another player.

Rally: Keeping the ball in play & returning it to your opponent without committing any playing faults.

Serve: Skill used by a player to put the ball into play. The server may perform the serve standing, walking, running or jumping. However, one foot must always be behind the service line & in contact with the ground.

Server: Person who performs the serve.

Set: Skill where the ball is set in the air & on the field in a place that an attack can effectively take place (refer also to indirect & direct set).

Setter: Person who performs the set.

“U” Formation: Is an “Indoor” positioning formation where there are **2 front players**: (1) Returner (AKA Attacker): Returners, get the ball over the net, (2) Second Returner (Since spiking is NOT allowed, the “Attacker” title is changed to “Returner”); and **3 back players**: (1) Defender: Receive ball on serve or return. If a defensive shot is not fielded effectively, there is little chance for a strong return. The ball from an opponent's return or serve can be hard to field. Most successful defenses are the result of running hard to field the ball, (2) Setter: Moves to the back line to assist defense because short balls are not used, since the bounce is predictable. However, the setter needs to run to the front after each defense in order to set the ball for the return. Therefore, the setter should have great cardiovascular endurance, (3) Defender.

Volley: Keeping the ball in play & returning it to your opponent without committing any playing faults.

“W” Formation: Is an “Outdoor” positioning formation where there are **3 front players**: (1) Returner (refer to “U” Formation for description of positions); (2) Setter: Covers the front middle, ready for short balls. However, since the setter is in the middle, the setter needs to prepare for any shots. Quick reflexes are required, (3) Second Returner; and **2 back players**: 2 Defenders.

TEACHING TIPS

1. **Remember, all Fistball lessons start** with the “Introduction” & end with “Closure”, skipping Warm-up & 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 allows teachers to select their own warm up/cool-down activities based on curricular needs.
2. **The teacher’s role while students are performing** in activities includes rotating between groups:
 - a. Making sure the skills are performed correctly.
 - b. Giving positive & corrective feedback to individual & groups of students.
 - c. Answering student questions.
 - d. And completing the “**Fistball Teacher Skill Rubric**.”
 - i. Teachers use this authentic assessment tool to evaluate a student’s Fistball skill performance.
 - ii. The easy to use rubric can be utilized any time a student is engaged in skill practice &/or tournament play.
 - iii. Upon observing a student perform a skill (or skills), the teacher places a checkmark in the box representing the student’s performance of said skill based on the rubric scale/description.
 - iv. When the entire rubric is completed (8 items), the **TOTAL** scores from page 1 are added & placed in the **YELLOW** box on page 1 & 2.
 - v. The **TOTAL** scores on page 2 are added as well & placed in the **GREEN** box on page 2.
 - vi. The **TOTAL** scores from the **YELLOW** & **GREEN** boxes are added & placed in the **GRAND TOTAL BLUE** box.
 - vii. At the bottom of the page is the grade conversion from a score out of 32 to letter grades to assign students.
 - viii. Refer to page 5, “Assignment” section, for additional information.
3. **Equipment Readiness**: Have all the equipment (including handouts, pencils, equipment, etc.) set up prior to the students entering the activity space.
4. **Handouts** given can be sent home or used as part of a portfolio system.

5. **Re-use games:** If a game/activity was not completed during class time, allow students to continue the game the next class as warmup &/or as motivation for getting from the locker room early.
6. **Unprepared/sick students:** Can be involved by coaching, officiating, keeping score, or conducting a research project on the sport.
7. **Modify rules to keep students practicing skills.** For example:
 - a. On a serve: play the ball if it hits the net & goes over to the other side in-bounds
 - b. Allow more than the three-hit maximum per team to get the ball over the net
 - c. Permit servers to serve the ball closer to the net
 - d. Let students hit the ball 2 [or more] times in a row to keep the ball in play
 - e. Lower the height of the net or sag the net
 - f. Allow the ball to bounce more times (Rules state 1-bounce. Change to 2-bounces if needed)
 - g. Allow two or three attempts when serving
 - h. Allow students who can't serve, throw the ball over the net
8. **Before taking students outside:** Tell the students all the information, directions, etc. INSIDE. This helps keep students focused (because EVERYTHING is a distraction when outside). It also gives students the opportunity to hear directions because when given directions outside the teacher is competing against wind, other noises, etc. making it hard to hear and concentrate.
9. **Equipment modifications:** Modify equipment increasing student success regardless of ability level or for students with disabilities. For example, use a different type of ball including a volleyball floater, volleyball trainer, foam ball, beach balls &/or oversized volleyballs. These balls are easier to spot & track, as well as help beginners overcome the initial fear of getting hurt by contacting the ball with the arms & hands. They also give students more time to get to the ball in order to hit it.
10. **Rule modifications:** Modify rules to encourage teamwork & prevent competitive players dominating the game:
 - a. There must be 3 hits on a side before the ball is hit over the net.
 - b. Three different people have to make contact with the ball (not always the same people).
 - c. Consider separate courts for higher-skilled, competitive players to practice/play on (e.g. Court 1 = competitive play; Court 2 = recreational play; Court 3 = skill development).
11. **Play music:** During warm-up, activity, cool-down, etc. This motivates students while they participate in activity. Further motivate students by allowing them to create playlists (with directions regarding what's approved content). Play a different student playlist every class.

BLOCK PLAN

<u>Lesson # 1</u>	<u>Lesson # 2</u>
<ul style="list-style-type: none"> • <u>NPE Standard:</u> 1 • <u>Teach:</u> <ul style="list-style-type: none"> ○ Rules, information, dimensions, positions, videos, skills pretest • <u>Activities:</u> <ul style="list-style-type: none"> ○ Skill Pretest Stations • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Skill pretesting 	<ul style="list-style-type: none"> • <u>NPE Standard:</u> 5 • <u>Review:</u> <ul style="list-style-type: none"> ○ Rules, information, dimension, positions, videos, skills pretest • <u>Teach:</u> <ul style="list-style-type: none"> ○ Indirect Closed-Fist Pass (bounce) • <u>Activities:</u> <ul style="list-style-type: none"> ○ Keep it up drill: I, II, III ○ Volley game ○ 3 & over • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Values Physical Activity
<u>Lesson # 3</u>	<u>Lesson # 4</u>
<ul style="list-style-type: none"> • <u>NPE Standard:</u> 4 • <u>Review:</u> <ul style="list-style-type: none"> ○ Indirect Closed-Fist Pass • <u>Teach:</u> <ul style="list-style-type: none"> ○ Direct Closed-Fist Pass (no bounce) • <u>Activities:</u> <ul style="list-style-type: none"> ○ Keep it up drill: I, II, III ○ Volley game ○ 3 & over • <u>Assessment:</u> <ul style="list-style-type: none"> ○ There is no 'I' in Team Assessment 	<ul style="list-style-type: none"> • <u>NPE Standard:</u> 3 • <u>Review:</u> <ul style="list-style-type: none"> ○ Lesson 1: Rules, information, dimension, positions ○ Lesson 2 & 3: Closed-Fist Pass (indirect, direct) • <u>Teach:</u> <ul style="list-style-type: none"> ○ Indirect Set • <u>Activities:</u> <ul style="list-style-type: none"> ○ ABC Relay ○ Put the (Indirect) set in the net ○ Tri & Try Again ○ Seven up game • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Participating in Physical Activity
<u>Lesson # 5</u>	<u>Lesson # 6</u>
<ul style="list-style-type: none"> • <u>NPE Standard:</u> 2 • <u>Review:</u> <ul style="list-style-type: none"> ○ Lesson 1: Rules, Information, etc. ○ Lessons 2-4: Closed-fist pass (Indirect, direct), Indirect Set • <u>Teach:</u> <ul style="list-style-type: none"> ○ Direct Set ○ Pass to Set Combination • <u>Activities:</u> <ul style="list-style-type: none"> ○ Set in the net ○ 2 is better than 1 ○ Add it up • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Fistball Skill Concepts Assessment 	<ul style="list-style-type: none"> • <u>NPE Standard:</u> 2 • <u>Review:</u> <ul style="list-style-type: none"> ○ Lesson 1: Rules, information ○ Lesson 2-5: Closed-Fist Pass/Set (Indirect, direct) • <u>Teach:</u> <ul style="list-style-type: none"> ○ Fistball Physics • <u>Activities:</u> <ul style="list-style-type: none"> ○ Fistball physics stations • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Fistball Physics

<u>Lesson # 7</u>	<u>Lesson # 8</u>
<ul style="list-style-type: none"> • <u>NPE Standard:</u> 4 • <u>Review:</u> <ul style="list-style-type: none"> ○ Lessons 1-5: Rules, information, closed-Fist Pass/Set (Indirect, direct), Physics • <u>Teach</u> <ul style="list-style-type: none"> ○ Underhand/Overhead Serve • <u>Activities:</u> <ul style="list-style-type: none"> ○ Serving Game ○ Hoop-a-lot ○ H.A.T. Trick ○ Serve It Baseball Game • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Personal & Social Responsibility Assessment Sheet 	<ul style="list-style-type: none"> • <u>NPE Standard:</u> 3 • <u>Review:</u> <ul style="list-style-type: none"> ○ All lessons/skills/rules • <u>Teach</u> <ul style="list-style-type: none"> ○ Fistball Defense& Returns • <u>Activities:</u> <ul style="list-style-type: none"> ○ Scoring/Refereeing ○ Modified games/Tournament play • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Tournament play (skills in a game situation posttest) ○ Achieving/Maintaining Health-Enhancing Physical Activity & Fitness Assessment
<u>Lesson # 9</u>	<u>Lesson # 10</u>
<ul style="list-style-type: none"> • <u>NPE Standard:</u> 5 • <u>Review:</u> <ul style="list-style-type: none"> ○ All lessons especially: (1) The serve & (2) Fistball Defense & Returns • <u>Teach/Activities:</u> <ul style="list-style-type: none"> ○ Tournament play • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Tournament play (skills in a game situation posttest) ○ Value of Physical Activity 	<ul style="list-style-type: none"> • <u>NPE Standard:</u> 1 • <u>Review:</u> <ul style="list-style-type: none"> ○ All lessons • <u>Teach/Activities:</u> <ul style="list-style-type: none"> ○ Skill Posttest • <u>Assessment:</u> <ul style="list-style-type: none"> ○ Skill Post testing ○ Written final knowledge exam (optional)

REFERENCES & ADDITIONAL RESOURCES

REFERENCES (last visited 9/1/19)

1. Fistball Rules PDF Document
https://www.ifa-.com/wp-content/uploads/2019/03/03_IFA-Rules-of-the-Game-2019.pdf
2. <https://www.ifa-.com/en/> (International Fistball Association)
3. <http://www.us.com//> (USA Fistball)
4. <https://www.topendsports.com/sport/list/fistball.htm>
5. <https://howlingpixel.com/i-en/> Includes rules, championship games on video, skills, pictures, strategies.

WEBSITES (last visited 9/1/19)

1. <https://en.wikipedia.org/wiki/>
2. <https://theworldgames2021.com/sport//>
3. <http://www.-worldtour.com/>

SOCIAL MEDIA (last visited 9/1/19)

1. <https://www.facebook.com/USU18/>
2. <https://www.facebook.com/IFA.Fistball/>
3. Twitter: @IFA
4. Twitter: @US

OFFICIAL EQUIPMENT (BALLS, CLOTHING, ACCESSORIES, TRAINING MATERIALS, BOOKS) (last visited 9/1/19)

1. <https://www.kuebler-sport.com/balls/additional-sports//>
2. <http://www.hupf.ch/>

VIDEOS (Last visited 9/1/19)

Fistball Trailers/Rules/Highlights:

1. [**Not listed in lesson plan 1**] Fistball in the U.S. (Woman's team interview in Pennsylvania)(1:56):
https://www.youtube.com/watch?time_continue=30&v=MMDY3310Luk
2. [**Not listed in lesson plan 1**] Fistball trailer highlights (1:19):
https://www.youtube.com/watch?time_continue=2&v=ML23HMPCx04
3. [**Not listed in lesson plan 1**] Championship Fistball games <https://www.ifa-fistball.tv/>
4. [**Not listed in lesson plan 1**] Fistball rules (no audio)(2:08): <http://www.wwc.com/what-is/>
5. [**Not listed in lesson plan 1**] Fistball rules (no audio)(2:09) <https://www.theworldgames.org/sports/Fistball-15> (or) https://www.youtube.com/watch?time_continue=28&v=xWq4KzXO5qc
6. Trailer (no audio/overview of game)(2:02): https://www.youtube.com/watch?v=WOIJ_ecKas4
7. What is Fistball? Excellent rules, highlights, etc, (3:54):
https://www.youtube.com/watch?list=PLN_SP8XFyRf0Dai-6SQiHL6QKgrZ5qeIJ&time_continue=1&v=mYdrfamIJtU
8. Older Video of Rules (audio; more in depth) (3:06): <https://www.youtube.com/watch?v=kI-BBLh98sc>
9. Newer Video of Rules from IFA (3:03):
<https://www.youtube.com/watch?v=hj2cgcFbirY&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=13>

Skills:

1. **BASIC STANCE** (0:40):
 - a. <https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1>

2. **SERVE:**
 - a. Standing serve (Beginner serve)(0:40):
<https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=7>
3. **CLOSED-FIST PASS:**
 - a. Hitting up: (0:40):
<https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2>
 - b. Defense (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4>
4. **SET** (0:45):
 - a. <https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=3>
5. **RETURN** (0:34):
 - a. <https://www.youtube.com/watch?v=UjqalAog1kg&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=6>

Skills marked in **RED** below are **ADVANCED** skills. They are offered here as progression resources. Please, **DO NOT TEACH THESE SKILLS TO BEGINNERS**.

1. **Pick** (AKA Volleyball Dig + Shoulder Roll)(0:22):
<https://www.youtube.com/watch?v=ssEW6QO4QPY&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=5>
2. **Return** (AKA Volleyball Spike)(0:48):
<https://www.youtube.com/watch?v=tk9Ta8zUWj0&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=9>
3. **Net Hook** (AKA Volleyball Dink)(0:54):
<https://www.youtube.com/watch?v=YDDy6Rx9sIs&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=10>
4. **Dig Drill** (0:11)
https://www.youtube.com/watch?v=pHRK1K_5h1A&list=PL0tCZu_E81XWuAJIkgZNhgB12ZZu8aFN&index=18
5. **Jump Serve** (Advance serve)(0:32):
<https://www.youtube.com/watch?v=Wdbbh5qtGqE&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=8>

Student Name: _____

Class: _____

Date: _____

Skill	Beginning 1 pts	Developing 2 pts	Average 3 pts	Mastery 4 pts	Score (N/A)
Forearm Pass	<u>BEGINNING</u> <ul style="list-style-type: none"> • Hand open (not in fist), • body in upright position (not athletic stance), • did not call ball, • minimal lift, • ball contact inconsistent or not at all 	<u>DEVELOPING</u> <ul style="list-style-type: none"> • Weight on heels, • demonstrates some consistency • uses fist, • ball was playable • some control of ball, but missing key components-force, angle of projection & lift 	<u>ON TARGET</u> <ul style="list-style-type: none"> • Body in low athletic stance, weight on balls of feet, knees bent, • called for the ball, • used fist, • ball went towards target, • had control of the ball 	<u>MASTERY</u> <ul style="list-style-type: none"> • Body in low athletic stance, weight on balls of feet, knees bent, • called for the ball, • used fist, • ball went towards target, • had control of the ball, • pass had a purpose 	<u>SCORE</u>
Setting	<u>BEGINNING</u> <ul style="list-style-type: none"> • Hands open (not in fist), • body not in athletic position, • minimal lift, • no control of ball • didn't call for ball 	<u>DEVELOPING</u> <ul style="list-style-type: none"> • Hands in a fist • hit ball off forearm, • some ball control but missing key components-force, angle of projection & lift • didn't call for ball 	<u>ON TARGET</u> <ul style="list-style-type: none"> • Body in athletic position, • Hands in fist, • Hit ball off forearm • called for the ball, • control of ball to target 	<u>MASTERY</u> <ul style="list-style-type: none"> • Body in athletic position, • Hands in fist, • called for the ball, • control of ball to target, • pass could be returned/had a purpose 	<u>SCORE</u>
Serving	<u>BEGINNING</u> <ul style="list-style-type: none"> • Ball not over, in or close, • no control of ball, • ball hit off of wrist or missed 	<u>DEVELOPING</u> <ul style="list-style-type: none"> • Serve was over & in or close, • Had some control of ball, • no proper weight transfer 	<u>ON TARGET</u> <ul style="list-style-type: none"> • Serve was over the net & in bounds, • Correct weight transfer, • control of the ball 	<u>MASTERY</u> <ul style="list-style-type: none"> • Serve over net & in bounds, • Correct weight transfer, • control of the ball, • ball placed in difficult area to return 	<u>SCORE</u>
Return Hitting (3rd hit over net)	<u>BEGINNING</u> <ul style="list-style-type: none"> • 1-2 out of 10 hits successful 	<u>DEVELOPING</u> <ul style="list-style-type: none"> • 3-5 out of 10 hits successful 	<u>ON TARGET</u> <ul style="list-style-type: none"> • 6-7 out of 10 hits successful 	<u>MASTERY</u> <ul style="list-style-type: none"> • 8 out of 10 hits successful 	<u>SCORE</u>
TOTAL					

Student Name: _____ Class: _____ Date: _____

Skill	Beginning 1 pts	Developing 2 pts	Average 3 pts	Mastery 4 pts	Score (N/A)
Movement	<u>BEGINNING</u> <ul style="list-style-type: none"> Stationary, Does not move to or away from ball 	<u>DEVELOPING</u> <ul style="list-style-type: none"> Moves 1 or 2 steps, Gives effort but reaction time is slow 	<u>ON TARGET</u> <ul style="list-style-type: none"> Movement allows for adequate-good court coverage 	<u>MASTERY</u> <ul style="list-style-type: none"> Great court coverage, Directs others to be in the correct place 	<u>SCORE</u>
Communication	<u>BEGINNING</u> <ul style="list-style-type: none"> Doesn't communicate with teammates, Runs into players no communication 	<u>DEVELOPING</u> <ul style="list-style-type: none"> Changes movement on the court due to communications from team &/or teacher guidance 	<u>ON TARGET</u> <ul style="list-style-type: none"> Calls for ball, Many times backs away when another calls for the ball, Communicates 	<u>MASTERY</u> <ul style="list-style-type: none"> Aggressively calls for ball, backs away when another has called, Encourages communication, Helps call hits in & out 	<u>SCORE</u>
Team Play	<u>BEGINNING</u> <ul style="list-style-type: none"> Negative towards teammates. Disrupts the game 	<u>DEVELOPING</u> <ul style="list-style-type: none"> OK with team, but gets down on self, Is quiet 	<u>ON TARGET</u> <ul style="list-style-type: none"> Encourages team, Stays positive, Includes others in plays 	<u>MASTERY</u> <ul style="list-style-type: none"> Encourages teammates, Stays positive Includes others in plays, Understands game concepts 	<u>SCORE</u>
Sports-personsonship	<u>BEGINNING</u> <ul style="list-style-type: none"> Argues w/other teams, Not interested in team play, Doesn't demonstrate honesty 	<u>DEVELOPING</u> <ul style="list-style-type: none"> Discourages others from trying to play, Negative attitude about games, Doesn't demonstrate honesty 	<u>ON TARGET</u> <ul style="list-style-type: none"> Helps teammates, Interacts with other team in a positive manner, Demonstrates honest & fair play 	<u>MASTERY</u> <ul style="list-style-type: none"> Takes a team leadership role Knows the rules & follows them Demonstrates honesty & fair play even when if it means going against own team 	<u>SCORE</u>
TOTAL					
TOTAL SCORE FROM PAGE 1					
GRAND TOTAL					

A=29-32; B=26-28; C=22-25; D=19-21; F=0-18

FISTBALL LESSON PLANS LESSON #1

National Physical Education Standard (NPE Standard): 1: Competency in a variety of motor skills & movement patterns.

Teach: Rules, history, positions, skill videos, skills pretest

Equipment Needs:

- 1 copy of “Recreational Fistball History, Rules and Information” packet per student, which includes:
 1. “Recreational Fistball History, Rules and Information” Handout
 2. “Skill Testing Assessment Sheet” handout
 3. 1 pencil
- 100’ Tape measure
- 12 or more volleyballs/Fistballs (at least 2 per station)
- 5 X 6 polyspots (Each station has 5 positions. Polyspots are used to help students know where to stand)
- 1 copy of “Fistball Skill Test Teacher’s Set Up And Grading Procedures” for the teacher
- 3 volleyball/Fistball courts (**TIP:** This lesson should be conducted **OUTSIDE**, as the dimensions given for testing are based on a regulation Fistball court. However, testing dimensions for volleyball courts are also given).
- 3 volleyball/Fistball nets
- 12 standards (poles)
- 2 copies of the set of 3 “Skill Testing Station Cards” (lamine for future use)
- 3 copies of “Fistball safety rules,” (lamine for future use) & tape to walls in locker room & gymnasium, as well as post on bulletin boards for students to refer to
- 6 Plastic hoops (to coral the balls at each station)
- 1 roll of Painters tape (to tape the station cards, & make point lines/targets on the floor)
- 2 X 66’ ropes (for Station 2)
- 2 X 10’ ropes (for Station 3)
- 34 small cones
- Total of 34 point number/score cards (lamine for future use)(Tape point numbers on cones to give students a high visual target to aim at in order to get the most points as well as provide them with immediate performance feedback). Needed are:
 - #1 = 6 cards; #4 = 8 cards;
 - #2 = 4 cards; #5 = 4 cards
 - #3 = 12 cards; (Numbers & placement diagram are on Lesson plan 1 pages 23-27)
- Projector/screen to watch Fistball skills/rules videos (**Additional videos** available in the “References and Additional Resources” section **pages 20-21**. Choose videos based on content, class time, closed captioning. Videos not watched during class can be used as homework and/or extra credit assignments)
 1. **Trailer (no audio/overview of game)** (2:06):
https://www.youtube.com/watch?v=WOLJ_ecKas4
 2. **What is Fistball (including rules)** (audio)(3:54):
https://www.youtube.com/watch?list=PLN_SP8XFyRf0Dai-6SQiHL6QKgrZ5qelJ&time_continue=1&v=mYdrfamIJtU

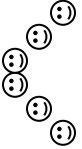
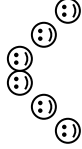
3. **Rules (audio)** (3:06): <http://www.usfistball.com/fistball/>
4. **Standing serve (audio)** (0:40):
<https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=7>
5. **Closed-Fist Pass (audio for both):**
 - Hitting the ball up (0:40):
<https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=2>
 - Defense (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=4>
6. **Set (audio)** (0:45): <https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3>

Equipment Needs (Optional):

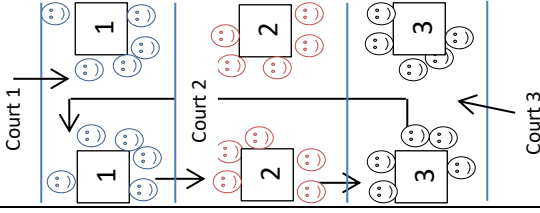
- 1 clipboard per student (to write assessment data on)
- 6 iPads/laptops (1 at each station) for students to view video of skill being tested
- iPod/Music system/music (to be played in the background during the activity to motivate students)







Additional Information:

- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students:
 - a. Watch videos at home before coming to class.
 - b. Watch videos at the stations during the activity to remind students how to perform skills.
- **LITERACY INTEGRATION:** Students read aloud from:
 - a. Recreational Fistball History, Rules & Information handout.
 - b. Skill testing assessment sheet.
- **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 #1 (Page 1 of 3)</u> <u>Learning Activities</u>	<u>Modifications/Extensions</u>	<u>Cues</u>
15 min	 T	<u>Recreational Fistball History, Rules and Information</u> <ul style="list-style-type: none"> Students sit in semi-circle around teacher. Distribute one “Recreational Fistball History, Rules & Information” Packet to each student. Show videos (other videos mentioned above can be used as extra credit): <ul style="list-style-type: none"> ❖ Trailer (no audio/overview of game)(2:06): https://www.youtube.com/watch?v=WOIJ_ecKas4 ❖ Rules (audio; more in depth. Choose 1. Use other videos from “References & Additional Resources” section (page 20-21) as extra credit or watch if on a block schedule <ul style="list-style-type: none"> ➤ (3:06): https://www.youtube.com/watch?v=kI-BBLh98sc ➤ (3:54): https://www.youtube.com/watch?list=PLN_SP8XFyRf0Dai6SQiHL6QKgrZ5qelJ&time_continue=1&v=mYdrfamIjtU Review packet with students. Read/discuss “Recreational Fistball History, Rules & Information” with students. Ask students if they have any questions. 	<ul style="list-style-type: none"> Perform Flipped Learning by having information posted on class website so students can read/watch videos at home & become familiar with the information before class. (TECH) Have students read the handout in class (LIT). Place handout to the side to be picked up at the end of class or placed in portfolio. 	
10 min	 T	<u>Review Task Cards/Skill Test Stations:</u> <ul style="list-style-type: none"> Students sit in semi-circle around teacher. Read/discuss/review “Skill Testing Assessment” in Packet. Show/demonstrate every station/skill tested & how to record scores on the “Skill Testing Assessment” handout (Demonstrate skills using student volunteers). <ul style="list-style-type: none"> ❖ Standing Serve (0:40): https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=7 ❖ Closed-Fist Pass: Hitting the ball up (0:40): https://www.youtube.com/watch?v=dr0pjLfIgS8&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=2 	<ul style="list-style-type: none"> There are 3 stations. To maximize participation, there are 2 stations for each skill test. <p>Station 1: Serve</p> <p>Station 2: Direct closed-fist pass</p> <p>Station 3: Indirect Set</p>	

(CONTINUED)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #1 (Page 2 of 3)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
		<p><u>Review Task Cards/Skill Test Stations (Continued)</u></p> <p><u>Defense</u> (0:44): https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=4 ❖ <u>Set (audio)</u>(0:45): https://www.youtube.com/watch?v=F3kFAQXOkM&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3</p> <ul style="list-style-type: none"> Place students into groups of 5 (there will be 6 groups of 5 students in each group. There are 6 stations. One group per station). 	<ul style="list-style-type: none"> Have iPad/laptops at the stations to review videos of the skills listed (i.e. serve, blow, set) (TECH). <p><u>Modification:</u></p> <ul style="list-style-type: none"> For younger students, perform 1 station 1 day, & other 2 stations next day. 	
40 min	 <p>The diagram illustrates three courts (Court 1, Court 2, Court 3) used for a skill test activity. Each court contains a group of students represented by smiley face icons. In Court 1, two groups are labeled '1'. In Court 2, two groups are labeled '2'. In Court 3, two groups are labeled '3'. Arrows indicate the flow of movement between stations and the rotation of the task cards.</p>	<p><u>Perform Skill Test Stations:</u></p> <ul style="list-style-type: none"> Use the “Fistball skill test teacher’s set up & grading procedures” handout for station set up. Picture depicts the station task card/skill test set up. 3 courts are set up. 3 stations on each side of the gym (1 on each side of the court). 1 group of 5 students at each station. On the teachers signal to start, each group performs the station skill task, reading from the task card & the “Skill Testing Assessment” handout. Students have @ 12 mins before rotating to the next station (rotation shown in the organizational picture) (students are given 30 sec to rotate & 2 min to read task card/familiarize w/station). Stations 1-3 on left side stay on left side when rotating, with Station 1 moving to 2, 2 moving to 3, 3 moving to 1. Same for right side stations who stay to the right side. While students are testing, the teacher completes the “Teacher Skill Rubric” on students. Students not tested this lesson, should be tested next class period or some alternate time. 	<ul style="list-style-type: none"> Play music during the test. Have iPad/laptops at the stations so students can review videos of the skill being performed <p><u>Modification:</u></p> <ul style="list-style-type: none"> Reduce number of trials from 10 if not enough time. Or have 2+days of skill testing for best results. 	<ul style="list-style-type: none"> Score accurately (don’t inflate/deflate scores). I’m watching & evaluating you (using “Teacher Skill Rubric”). I’ll check accuracy between scores. If inaccurate, you receive a zero & will retake the test. Skills will improve as you participate in activities. Skill tests demonstrate how you improved. You are tested again at the end of the unit.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #1 (Page 3 of 3)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5 min	      T	<u>Closure and Assessment</u> <ul style="list-style-type: none"> ○ Students sit scattered in general space close to the teacher. ○ Review “Skill Testing Assessment” handout with students (how did they do, how is Fistball different than volleyball regarding the skills they performed, how did it feel?). ○ Collect “Skill Testing Assessment” handout making sure students wrote their names at the top of the sheet. ○ Collect pencils (and clipboards if they were used). ○ Ask if the students have any questions. ○ Have students bring home the “Recreational Fistball Rules & Information,” handout or place it in their portfolio (refer to the “Teaching Tips”, page 16). 	<ul style="list-style-type: none"> ○ Read “Recreational Fistball History, Rules & Info” for homework if part of a written cognitive test (or post on website). 	

Lesson Reflection/Notes:

RECREATIONAL FISTBALL HISTORY, RULES & INFORMATION

Background

Fistball is a team sport where two teams of five players compete against each other on two half-fields, separated by a centerline & a net (or rope) stretched between two posts. Each play starts with a serve. Players are to hit a ball across & over the net (or rope) using only a closed fist &/or arm (unlike volleyball where open hands are allowed) so opponents cannot return it.



After clearing the net (rope), the ball may be touched up to three times by any three of the five players on the court (with no consecutive hits by an individual player). The ball can bounce before each touch (unlike volleyball where no bounce is allowed). The three hits are used to save, set & return the ball back into the opponent's half, in that order.

Points are awarded to a team if the opponents are unable to return the ball in the field of play within three valid touches. After the initial serve, the team winning the point concedes the serve to the other team. A match is played in the best of five sets format, where the team winning three sets wins the match. Each set is played to 11 points with the winner leading by 2-points. If not, the match continues until one of the teams has a 2-point lead, or reaches 15 points, whichever comes first.

History

Fistball's roots lie in the southern part of Europe, in/around Italy.

Fistball was introduced to Germany in 1870 by Georg Weber & was first presented in 1885 at the German Gymnastics Festival in Dresden. In 1894, Georg Weber, along with Dr. Heinrich Schnell, drafted the first German rules for Fistball that included the sport's first competitive elements. During this time, Fistball spread to the surrounding neighboring, German-speaking countries. German immigrants also spread the sport to all continents. The first German men's Fistball championships were held at the 1913 German Gymnastics Festival in Leipzig. In 1921, the first German women's Fistball championship was held. Fistball began to grow & by 1927, almost 12,000 teams played organized Fistball in Germany.

The International Association (IFA) was founded in 1960 & is the organization for all national & federated Fistball organizations worldwide. The first IFA Fistball World Championships for men were held in Linz, Austria in 1968. The first IFA Fistball World Championships for women were held in Buenos Aires, Argentina in 1994. Tournaments for both men & women are currently held **QUADRENNIALLY**. (Literacy/definition/CORE word).

High school teacher, Christopher Carlton, who experienced Fistball while on summer vacation in Italy, introduced Fistball to the United States in 1911. Today, Fistball teams compete in NY, NJ, PA & Wisconsin, where the game is played indoors &/or outdoors & recreationally or competitively. In 1997, the United States Fistball Association (USFA) sent its first Men's National Fistball team to compete in the World Fistball Championships followed by a Woman's National Fistball team in 2014. In 2016 & 2017, the USFA sent u18 (under 18-year-old) Boys &

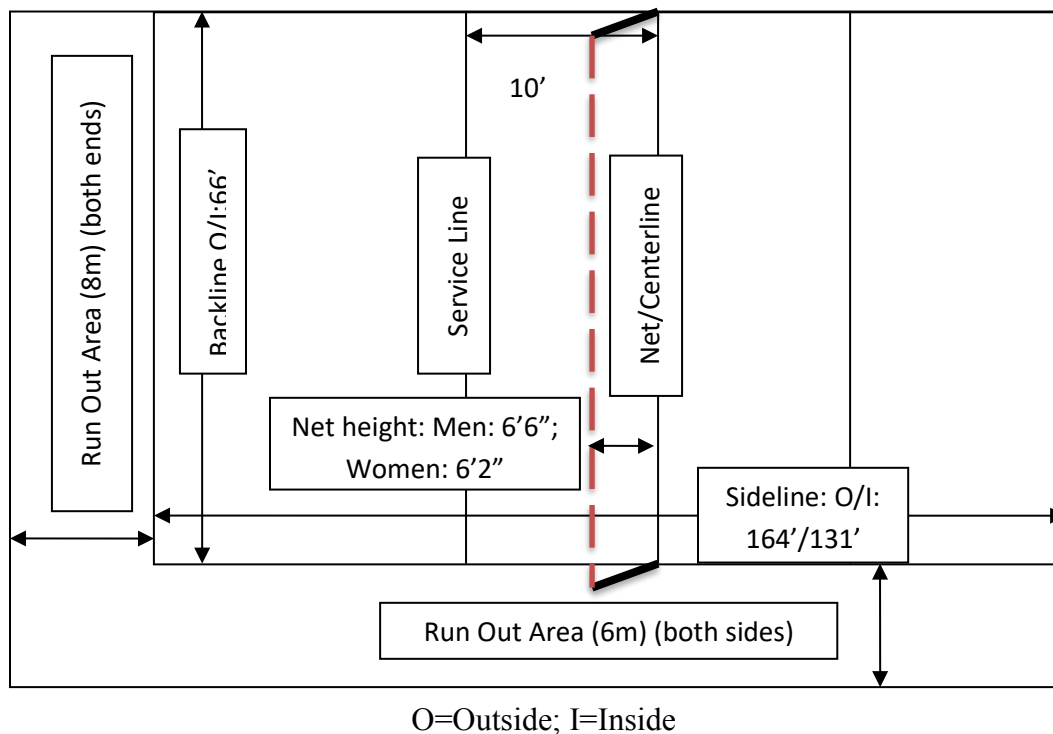
Girls teams to compete in Germany & Switzerland. In the summer of 2018, the USA held the u18 Fistball World Championships in Roxbury N.J. with eight countries participating. In 2021, Birmingham Alabama will host the World Games with Fistball being one of the games highlighted. Hopefully, in 2028, Fistball will be an **OLYMPIC DEMONSTRATION SPORT** (Definition/Extra credit topic) in Los Angeles. Now is a great time to get involved with Fistball & become a potential Fistball Olympian!

There are many benefits to playing Fistball. Fistball builds upper & lower body muscles; is great for developing cardiovascular endurance; improves hand-eye coordination; affords the opportunity to communicate with others & work as a team. Fistball is played indoors or outdoors as a recreational or competitive sport.

Class Safety Rules:

1. Roll the ball to other side when changing possession (NO kicking the ball to the other side of the court).
2. No hanging on the net (rope) or poles (standards) before, during, after the game/activity.
3. Students must wear proper clothes & shoes to play.
4. Keep hands to self at all times.
5. Pay attention to what is going on while on the court at all times.
6. Students must show good sportspersonship at all times.

Court Dimensions:



RECREATIONAL RULES

Aim of the game:

1. Two teams of five players, hit the ball with a closed fist or forearm over the net (rope) into the opponents' half so the opponent is unable to return the ball in no more than 3 hits, with the ball being allowed to bounce on the ground once between each hit.

Set up:

1. Outdoor grass field or indoor court divided into two halves by a central line & a net (rope).
2. On each side, 2 parallel service lines are drawn to the central line.
3. Court dimensions are found in the "Court Dimensions" sub-section.

Start/serve:

1. The game starts by an under/overhand serve (refer to "Serving" sub-section below).
2. The team losing the last point or commits the last error makes the next serve.

Play:

1. Teams hit the ball over the net (rope) (refer to "Types of Hits" sub-section).
2. The ball can only be touched three times by the offensive team before sending it over the net - with a bounce being permissible before each contact, but no repeated hits by any individual player within the three attempts.

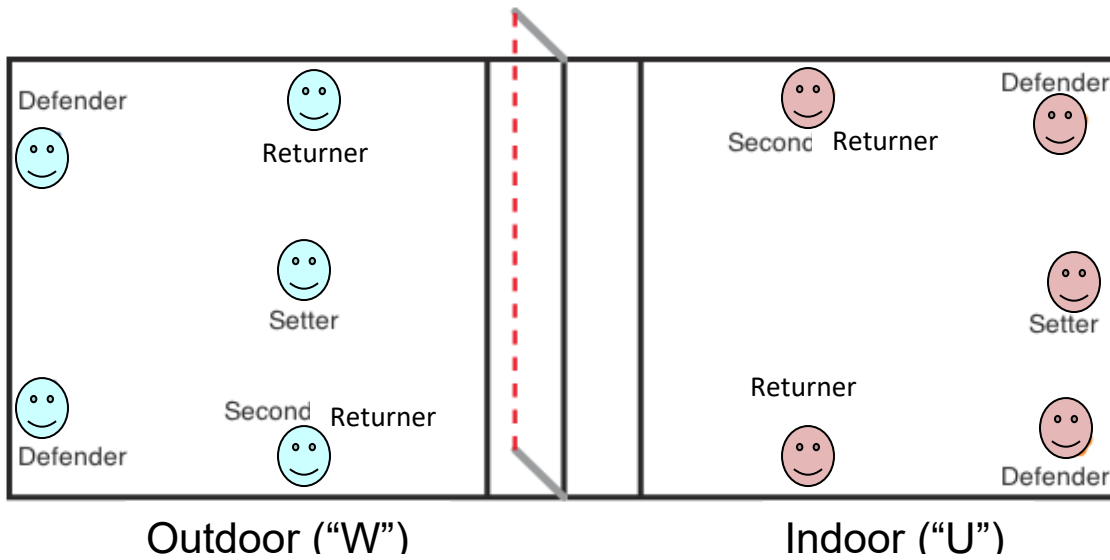
Errors/points awarded:

1. Volley continues until a team makes an error or a stoppage occurs (e.g. the ball hits the playing court twice, goes out of bounds or a team fails to return the ball properly).
2. A set ends when a team scores 11 points & is at least 2 points in the lead (i.e. 11 points to 9 points). If the score reaches 10 pts to 10 pts, the game is automatically extended until a team takes the lead by two points, or the first team to reach 15 points.
3. A ball landing on the line is IN bounds & is playable.
4. The ceiling is part of the court therefore a ball touching it is playable.
5. A point is scored when:
 - a. A team cannot return the ball
 - b. The ball touches the net or post during a serve
 - c. The ball touches the ground outside the boundaries of the court
 - d. The ball touches the ground twice in a row without any contact by a player in between
 - e. The ball is played on the side of the post past or below the net into the opponent's box
 - f. More than three players on a team touch the ball during a game turn
 - g. A player touches the ball a second time within a turn
 - h. The ball touches a body part other than the arm/fist (i.e., the ball cannot touch: head, foot, open hand)
 - i. A player's grounding foot loses contact with the ground during the serve
 - j. A player touches the net
 - k. A player catches, throws, pushes, carries, lifts the ball
 - l. Uses the palm of the hand
6. Each fault counts as a point for the opposing team. Following a fault, the serve passes to the team that has made the fault.

Difference Between Volleyball & Fistball

<u>Rule</u>	<u>Volleyball</u>	<u>Fistball</u>
Court size	60' L X 30' W	164' (outdoor: grass) 131' (indoor) L X 66' W (Figure 2)
Net height	Men: 7'11 5/8"; Women: 7'4 1/8"	Men: 6'6"; Women: 6'2"
Players on court	6	5
Ball weight	Adults: 9-10 oz. (260-280 gms) Under 12: 7-8 oz. (198-227 gm)	Men: 12-13 oz. (350-380 g) Women: 11-12 oz. (320-350 g)
Service	Next player in rotation	Anyone
Service line	30 feet away from net	10 feet away from net
Crossing /touching service line during serve	No	One foot can cross, other foot must remain in contact w/ground behind service line
Service ball allowed to touch net	Yes	No
Rotating	Yes, after winning rally when opponent served last	No rotation. Positions are specialized
# of hits before ball must go over net	3	3
Bounces allowed in between hits	No	Yes, total of 3 (1 before each touch)
Rules for types of touches allowed	<ul style="list-style-type: none"> It is LEGAL to contact ball with any part of the body (head, foot) Punching/kicking, catching/throwing is ILLEGAL 	<ul style="list-style-type: none"> Only one arm (upper or lower) & contact with the fist are allowed Everything else is ILLEGAL
Going under the net	Illegal	Legal if doesn't impede opponent
Scoring	1 pt. to team serving to start rally	1 pt. to team serving to start rally
Sets/Matches	<ul style="list-style-type: none"> 3-set matches are 2 sets to 25 points & a 3rd set to 15. Each set must be won by 2 pts. Winner is 1st team to win 2 sets Best of 5-sets: 5-set matches are 4 sets to 25 points & 5th set to 15 	<ul style="list-style-type: none"> A set ends when a team scores 11 pts & is leading by 2 pts (i.e. 11:9). If score reaches 10:10, the game is automatically extended until 1 team takes the lead by 2, or the 1st team to reach 15 points A match is played in a best of 3 (women) or 5 (men) sets (team winning 3 or 5 sets respectfully earns the win)

Positions:



	<u>Outdoor</u>	<u>Indoor</u>
# of Court Players	5	5
Positioning "Letter"	"W" (refer to Figure 1)	"U" formation
Front Row Positions	(1) The Returner (AKA Attacker), (2) Setter, (3) Second Returner (Since spiking is NOT allowed, the "Attacker" title is changed to "Returner")	(1) Returner, (2) Second Returner
Back Row Positions	2 Defenders	(1) Defender, (2) Setter, (3) Defender

The Setter:

- Is the target player for the first touch/or set.
- "Sets" up teammates for the return hit by performing a skill known as a "closed-fist" set
 - In the "W" ("Outdoor") formation
 - Covers the front middle, ready for short balls. However, since the setter is in the middle, the setter needs to prepare for any shots. Quick reflexes are required.
 - In the "U" ("Indoor") formation (Table 1, 2, & Figure 1):
 - Moves to the back line to assist defense since short balls are not used (bounce is predictable). However, the setter needs to run to the front after each defense to set the ball for the return. Therefore, the setter needs great cardiovascular endurance.

Returners (Hitters) (Table 1, 2, & Figure 1):

- Play close to the net.
- Get the ball over the net & in fair play.

Defenders (Table 1, 2, & Figure 1):

- Receive ball on serve or return. If a defensive shot is not fielded effectively, there is little chance for a strong return. The ball from an opponent's return or serve can be hard to field. Most successful defenses are the result of running hard to field the ball.

Skills:

Serving:

- Performed by any player. There is NO SERVING ROTATION (Players do NOT rotate positions).
- The server must throw the ball up visibly & hit it directly across the net in an underhand or overhead motion from anywhere behind the service line to the opponent's side.
- The service begins as soon as the ball leaves the servers non-dominant hand.
- Although the service can be carried out by running, jumping, walking or standing, for this unit, it is suggested to ONLY TEACH the STANDING SERVE.
- The serve MUST start with one foot behind the service line & end with the same foot remaining in contact with & behind the service line. Therefore, the person serving straddles across the service line.
- The serve must be started & carried out without delay. The referee recognizes a delay by whistling. The serve must be carried out within 10 seconds of the whistle.
- An ACE is performed when an opponent cannot return the serve, resulting in a point for the serving team.

Closed-fist Pass & Set:

- The ball may be touched up to three times by any three of the five players on the court (with no repeat hits by any individual player within the three attempts) after the ball clears the net during the serve. The ball may bounce once before each touch (unlike volleyball where no bounce is allowed). The three hits are used to save, set & return the ball back into the opponent's half of the court, in that order.
- The return of the ball is valid if it crosses the net within the opponent's court-half boundaries or touches an opponent.
- Contacts by the ball or player with the net after the serve (AKA Anchoring) are not faults. However, contact by ball or player above 2 meters is a fault, with the point awarded to the opponent.
- A team can return a ball hit in the opponent's half or if it has touched the ground in the opponent's half & has not yet crossed the net.
- If a player is obstructed by an opponent, this is regarded as the player's point

Terminology

Ace: Serve an opponent cannot return resulting in a point for the serving team.

Anchoring: The length of the net.

Attacking/Attacker/Returner: Player hitting the ball with high impact on the third hit.

Closed Fist Pass (AKA Blow): Forearm pass/set. Contacting the ball with the forearm or fist while receiving a serve or the first contact of the ball with the intent to control the ball to another player in an underhanded manner.

Direct Set/Pass: When the ball is hit directly without the ball first touching the ground.

Fault: Violation of the rules.

Game / Set / Match Point: Last point in a game / set / match

Indirect Set/Pass: When the ball is set/passed for the attack by hitting the ball in the air & allowing for a bounce.

Out of Bounds: When a ball lands completely outside of the boundary lines.

Pass: Receiving a serve or the first contact of the ball with the intent to control the ball to another player.

Rally: Keeping the ball in play & returning it to your opponent without committing any playing faults.

Serve: Skill used by a player to put the ball into play. The server may perform the serve standing, walking, running or jumping. However, one foot must always be behind the service line & in contact with the ground.

Server: Person who performs the serve.

Set: Skill where the ball is set in the air & on the field in a place that an attack can effectively take place (refer also to indirect & direct set).

Setter: Person who performs the set.

“U” Formation: Is an “Indoor” positioning formation where there are **2 front players:** (1) Returner (AKA Attacker): Returners, get the ball over the net, (2) Second Returner (Since spiking is NOT allowed, the “Attacker” title is changed to “Returner”); and **3 back players:** (1) Defender: Receive ball on serve or return. If a defensive shot is not fielded effectively, there is little chance for a strong return. The ball from an opponent's return or serve can be hard to field. Most successful defenses are the result of running hard to field the ball, (2) Setter: Moves to the back line to assist defense because short balls are not used, since the bounce is predictable. However, the setter needs to run to the front after each defense in order to set the ball for the return. Therefore, the setter should have great cardiovascular endurance, (3) Defender.

Volley: Keeping the ball in play & returning it to your opponent without committing any playing faults.

“W” Formation: Is an “Outdoor” positioning formation where there are **3 front players:** (1) Returner (refer to “U” Formation for description of positions); (2) Setter: Covers the front middle, ready for short balls. However, since the setter is in the middle, the setter needs to prepare for any shots. Quick reflexes are required, (3) Second Returner; and **2 back players:** 2 Defenders.

Resources:

1. Fistball Rules PDF Document
https://www.ifa-.com/wp-content/uploads/2019/03/03_IFA-Rules-of-the-Game-2019.pdf
2. Rules:
<https://www.youtube.com/watch?v=hj2cgcFbirY&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=13>
3. Basic Stance (0:40):
<https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1>
4. Serve:
<https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=7>
5. Closed-Fist Pass:
 - Hitting up: (0:40):
<https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2>
 - Defense (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4>
6. Set (0:45):
<https://www.youtube.com/watch?v=-F3kFAQXOkM&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=3>
7. Return (0:34):
<https://www.youtube.com/watch?v=UjqalAog1kg&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=6>

SKILL TESTING ASSESSMENT PRE TEST

Student Name: _____ Date: _____ Class: _____

Directions: Fistball is a new sport in America, therefore there are no standardized skill tests available to teachers/students/coaches like there are for other sports like volleyball or basketball. To that end, skill tests for Fistball have been created by modifying the NCSU Volleyball Skill Test Battery (Barlett, Smith, Davis And Peel, 1991) since the two sports are closely related. The results include these 3 skill tests.

To the students: Follow directions on assessment sheet & station card.

STATION 1: SERVE (Underhand/Overhead)

<https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=7>

1. Student A (being tested) stands behind serving line & serves 10X using correct overhead or underhand serving technique (Throw ball up in air, contact ball with fist, keep one foot behind serving line).
2. A ball contacting/going under/does not reach the net or lands out of bounds, is scored zero.
3. A ball landing on a line scores the higher value.
4. After Student A serves, Student B keeps score, Student C gets the ball and rolls it to Student D, who rolls the ball to Student E. Student E places the ball back in the plastic hoop.
5. Student A continues to serve until all 10 trials are completed.
6. Rotate clockwise (like the collection of the ball) where Student A goes to Student B's spot, Student B goes to Student C's spot, Student C goes to Student D's spot, Student D goes to Student E's spot, Student E goes to Student A's spot (serving).

2. Student B keeps score

3. Student C gets ball, rolls to D

4. Student D rolls ball to E

5. Student E puts ball in hoop

1. Tested on serving 10 times (underhand or overhead)

Plastic hoop w/2 volleyballs

Student A

Service Line

Trial	Points
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
TOTAL POINTS	

STATION 2: DIRECT CLOSED-FIST PASS (Ball does NOT bounce)

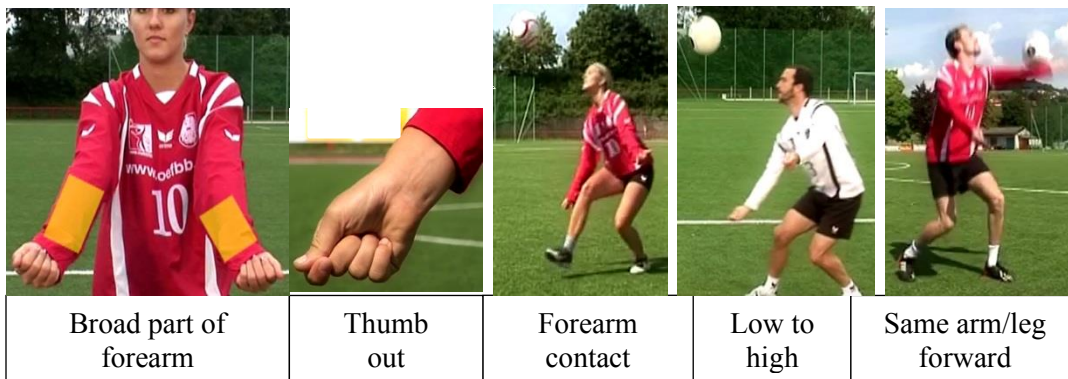
A. Hitting the ball up (0:41):

<https://www.youtube.com/watch?v=dr0piLfJgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2>

B. Defense (0:44): [https://www.youtube.com/watch?v=sqk8ep-](https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4)

[GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4](https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4)

1. The Direct Closed-Fist Pass is performed with one arm.
2. Student A (tested) stands in one of the 2 passing positions (Left or Right [refer to diagram]).
3. Student B stands on the polyspot & uses both hands to toss the ball high to Student A.
4. The ball needs to bounce high once before reaching Student A.
5. Student A performs the direct closed-fist pass:
 - a. Contact ball using the broad part of the forearm, thumb on the outside of the fist.
 - b. Use a low to high body movement:
 - i. Bend knees.
 - ii. Make contact with the ball on the arm & spring up straightening knees.
 - iii. Arm moves with the body, not on its own (Keep arm still, don't swing it).
 - c. Ball is hit with same arm/same leg technique [i.e. right arm used to strike ball, right leg is forward].
 - d. The struck ball must pass over the 8-foot rope and into the target area.



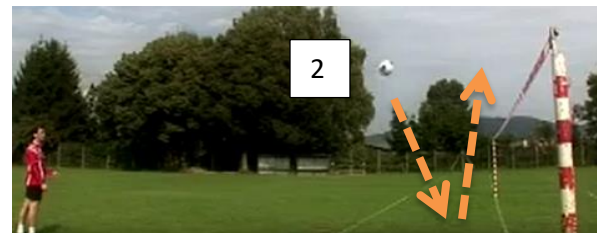
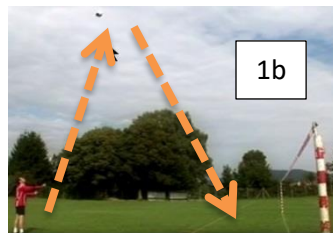
6. Student C stands by the rope/target area watching where the ball lands/keeps score.
7. Student D retrieves hit ball and rolls it to Student E.
8. Student E replaces ball in plastic hoop for Student B to toss.
9. Poor tosses are repeated and do not count toward the score.
 - a. Zero points are given for:
 - i. Illegal hits (2 arms, hit other than fist),
 - ii. Balls that go under/contact rope,
 - iii. Cross the rope but land anywhere other than the targeted area.
10. Balls landing on the line earn the higher value.
11. 10 trials are given:
 - a. 5 from the right
 - b. 5 from the left
12. Rotate clockwise: Student A goes to Student B's spot, Student B to Student C, Student C to Student D, Student D to Student E, Student E goes to Student's A's spot.

(Next page has the court diagram and score sheet)

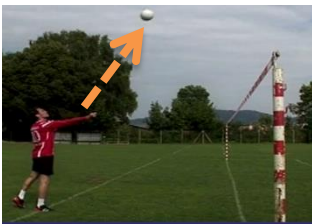
STATION 3: INDIRECT SET (Ball bounces)

<https://www.youtube.com/watch?v=F3kFAOXOkM&list=PLHqfko9emlrGLAArkfbypa877GvRAOzKm&index=3>

1. Student “A” (tested) waits in the box (refer to diagram) for the tosser (Student “E”) to perform 10 underhand direct (A ball that does NOT bounce) tosses (1 at a time).
2. After receiving a tossed ball from Student “E”, Student “A” SETS the ball INDIRECTLY:
 - a. Contact ball using broad part of 1 forearm, thumb on the outside of the fist (1).
 - b. Use a low to high body movement:
 - i. Bend knees.
 - ii. Make contact with the ball on the arm & spring up straightening knees.
 - iii. Arm moves with the body, not on its own (Keep arm still, don’t swing it).
 - c. Hit ball with same arm/leg technique [i.e. right arm strikes ball, right leg is forward].
 - d. For this station, a struck ball must bounce over the rope & into target area to be scored.



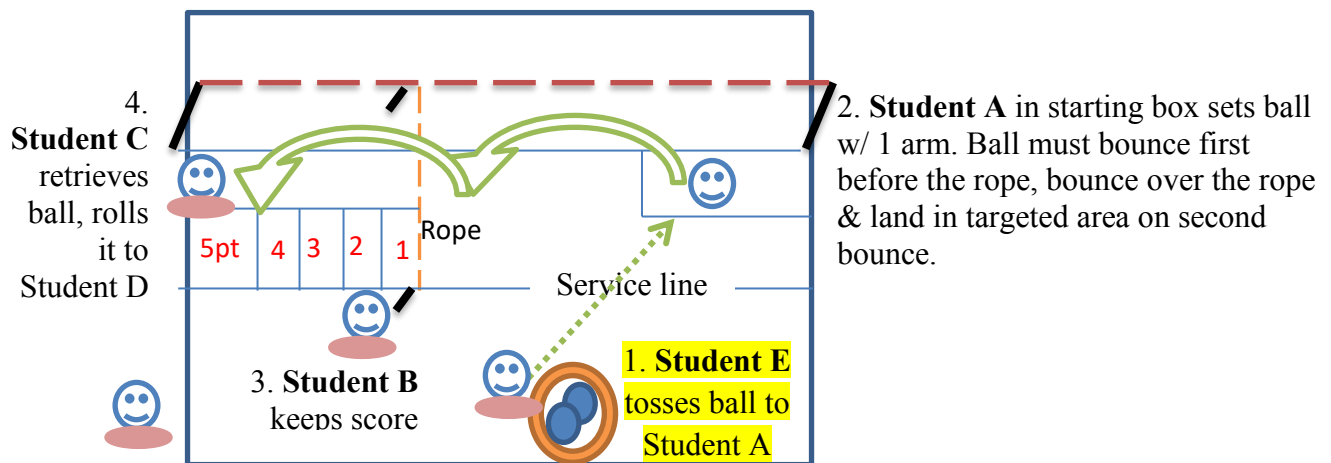
INDIRECT SET: (1, 1b) Ball hit high into air with one arm & clenched fist (2) bouncing high off the ground close to the net so an attacker can hit it over the net.



DIRECT SET: Ball hit close to the net with one arm & clenched fist. The ball will not bounce on the ground before it is hit by an attacker

3. Poor tosses may be repeated.
4. A score of “0” is recorded for:
 - a. Illegal contact (Using any part of the arm other than the forearm [or other body part]).
 - b. Double contacts (using both arms).
 - c. Balls not bouncing before going over the rope.
 - d. Balls going under or contacting the rope.
 - e. Balls going over the net (& into other group’s playing area), or landing anywhere other than the targeted area.
5. Student “B” stands where the rope & service line intersect making sure the ball goes over the rope & watches & scores where the ball landed in the table below.
6. Student “C” retrieves the ball and rolls it to student “D”.
7. Student “D” replaces ball in plastic hoop for Student E to toss.
8. Rotation is counter-clockwise: Student A to Student B’s position; Student B to Student C’s position, Student C to Student D’s position; Student D to Student E’s position & Student E to Student A’s position.

(Next page has the court diagram and score sheet)



4. **Student C** retrieves ball, rolls it to Student D

2. **Student A** in starting box sets ball w/ 1 arm. Ball must bounce first before the rope, bounce over the rope & land in targeted area on second bounce.

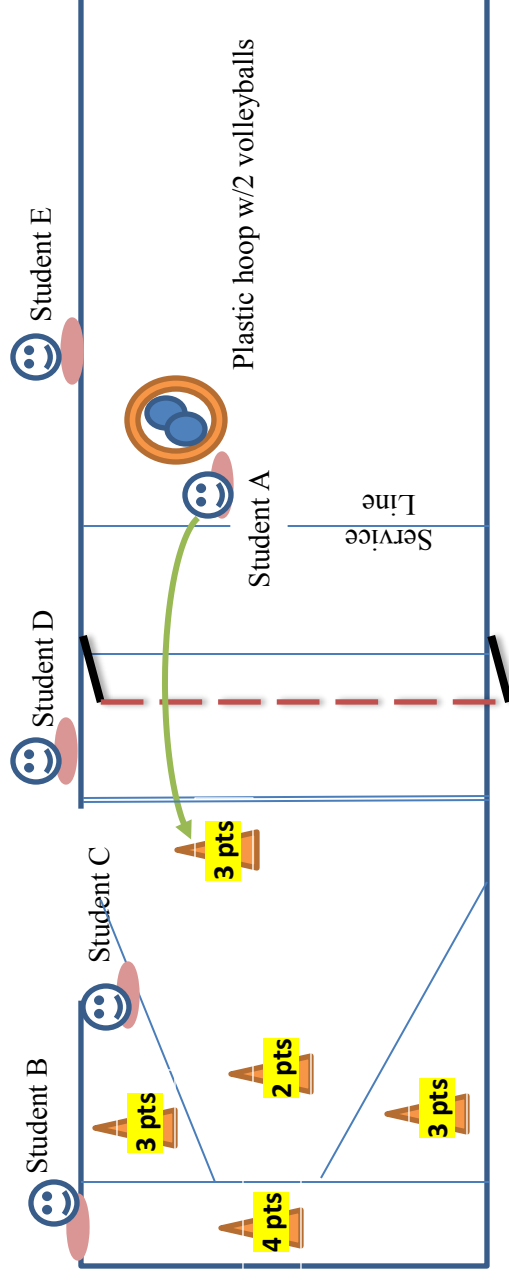
3. **Student B** keeps score

1. **Student E** tosses ball to Student A

5. **Student D** replaces ball in plastic hoop for Student E to toss

<u>Trial</u>	<u>Points</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
<u>TOTAL POINTS</u>	

Station 1



Student A: (Tested) Serves 10 times (underhand or overhead)

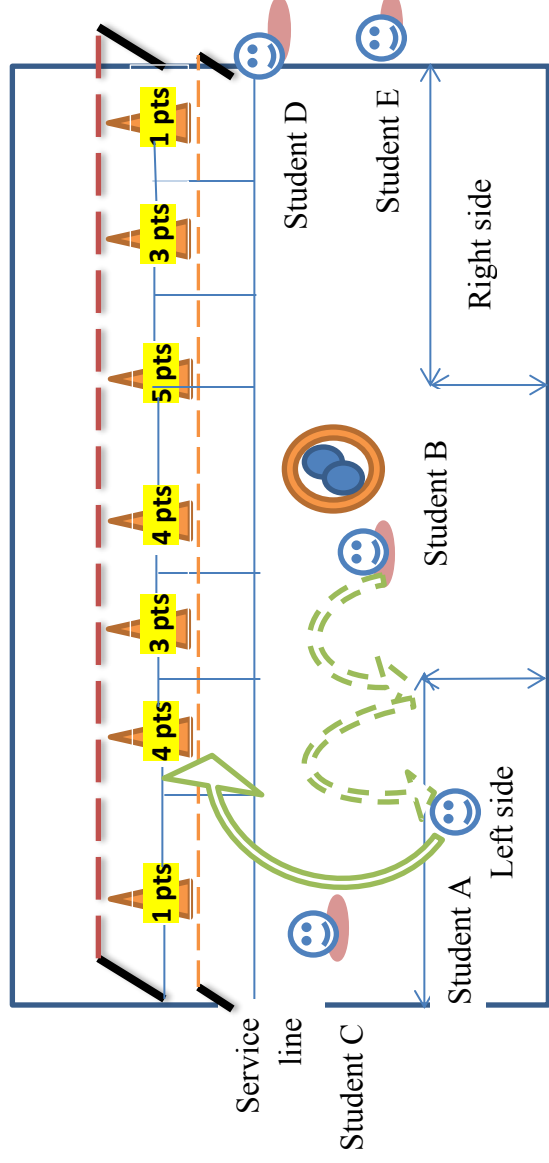
Student B: Keeps score

Student C: Gets ball, rolls to Student D

Student D: Rolls the ball to Student E

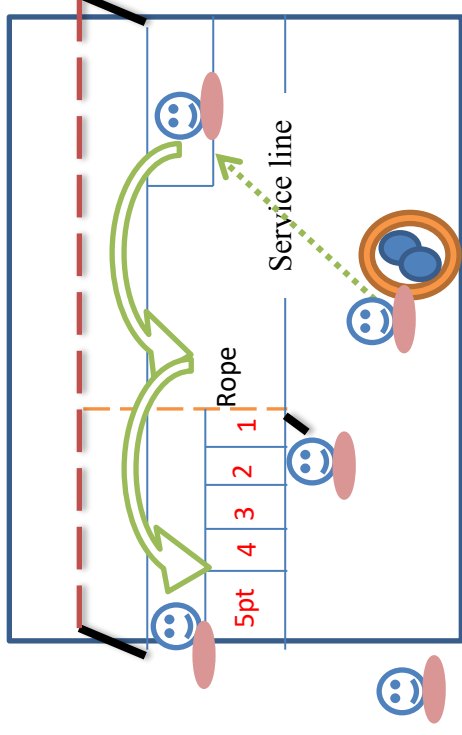
Student E: Puts the ball back in plastic hoop

Station 2



- Student A (Tested): Use closed-fist pass (1 arm) to hit ball over rope & land in targeted area (aim for most pts)
- Student B: Toss ball high; bouncing it before reaching Student A
- Student C: Keeps score
- Student D: Retrieves ball & rolls to Student E
- Student E: Collects ball & puts it into plastic hoop

Station 3



Student E: Tosses ball to Student A

Student A: In starting box SETS ball w/ 1 arm. Ball must

BOUNCE first before the rope, **BOUNCE** over the rope & land in targeted area on second bounce (Aiming for highest score)

Student B: Keeps score

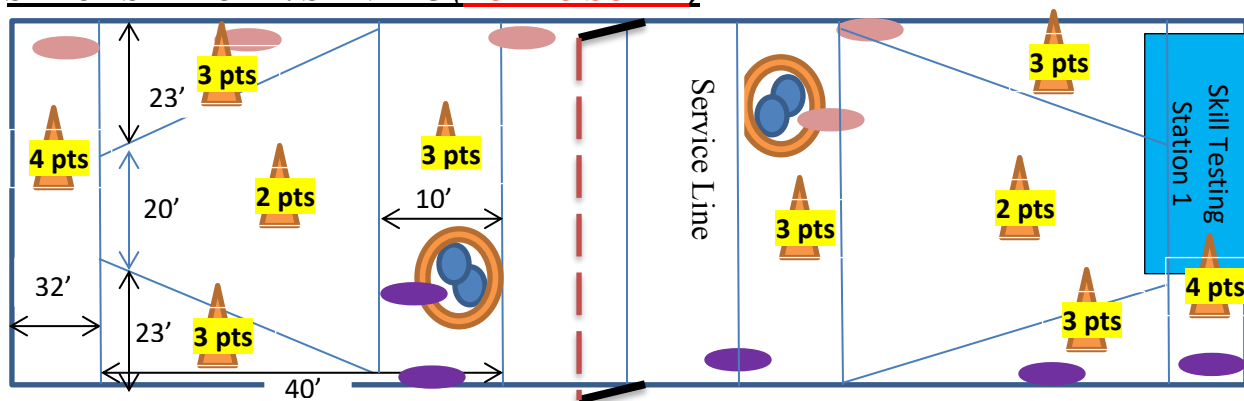
Student C: Retrieves ball, rolls it to Student D

Student D: Replaces ball in plastic hoop for Student E to toss

FISTBALL SKILL TEST TEACHER'S SET UP AND GRADING PROCEDURES

(Dimensions for testing using Volleyball Courts: page 25)

SET UP STATION 1: SERVING (NOT TO SCALE)



= TOTAL 10 polyspots [5 Polyspots X 2 different colors (for each group to follow)]



= TOTAL 1 net; 2 standards (poles)



= TOTAL 10 cones [5 Cones each side] with appropriate laminated number cards taped to each cone: #2=1; #3=3; #4=1 **FOR EACH SIDE**



= TOTAL 2 Plastic hoops; 4 balls [1 plastic hoop w/2 balls for each side]

Skill Test Station 1

= TOTAL 2 [Tape appropriate laminated Skill Test Station Number Card to the wall on each side]

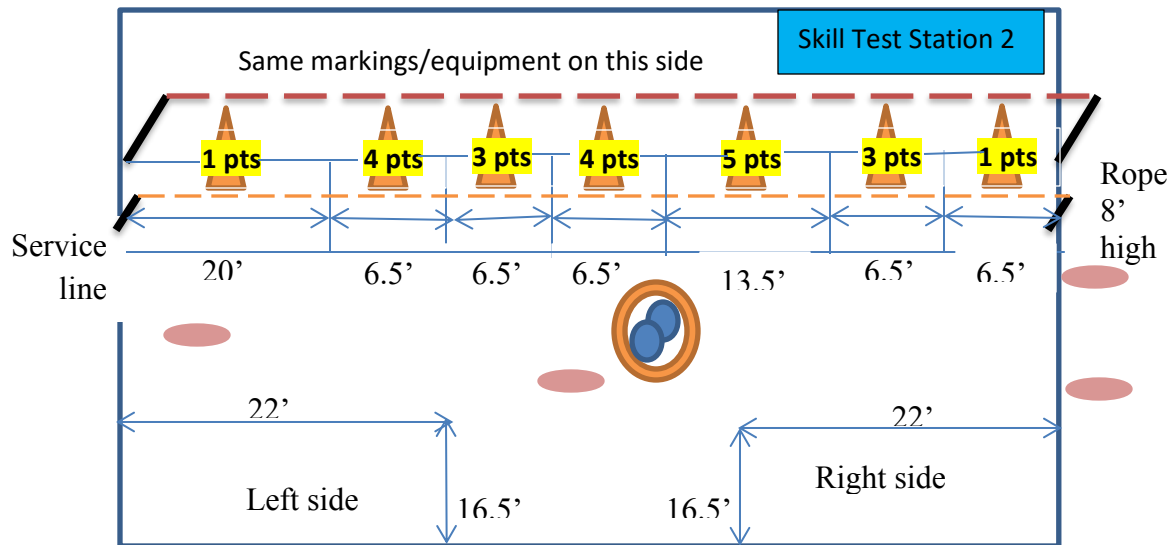


= TOTAL 1 roll of painter's tape [make point boundary lines; tape station cards to wall & point cards to cones]

GRADES

<u>Total Points</u>	<u>Grade</u>
36-40	A
32-35	B
28-31	C
24-27	D
0-23	F

SET UP STATION 2: CLOSED-FIST PASS (DIRECT)(NOT TO SCALE**)**



= TOTAL 2 X 66' rope tied to 2 standards in front of net
(1 **FOR EACH SIDE**)



= TOTAL 1 net; 2 standards (poles)



= 14 cones (7 on each side) with appropriate laminated number cards taped to each cone: #1=2; #3=2; #4=1; #5=1 **FOR EACH SIDE**



= TOTAL 2 Plastic hoops; 4 balls [1 plastic hoop w/2 balls in each **FOR EACH SIDE**]



= TOTAL 2 [Tape appropriate laminated Skill Test Station Number Card to the wall]



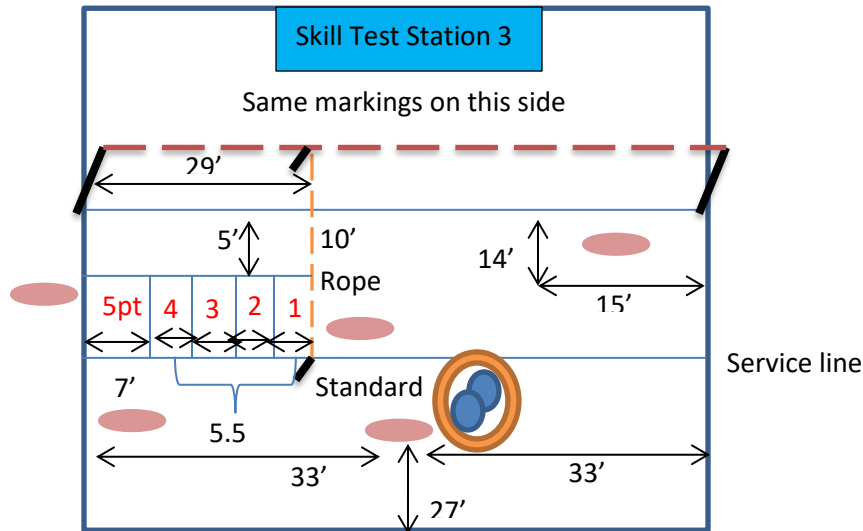
= TOTAL 10 polyspots [5 Polyspots X 2 different colors (for each group to follow)]

GRADES

<u>Total Points</u>	<u>Grade</u>
45-50	A
40-44	B
35-39	C
30-34	D
0-29	F

SET UP STATION 3: SETTING (INDIRECT) (NOT TO SCALE)

If the students have difficulty performing the indirect (bounce) set, change to direct (no bounce) set.



= TOTAL 2 10' rope tied to 2 standards (1 **FOR EACH SIDE**)



= TOTAL 10 polyspots [5 Polyspots X 2 different colors (for each group to follow)]



= 10 cones (5 on each side) with appropriate laminated number cards taped to each cone (1 for each number) **FOR EACH SIDE**



= TOTAL 2 Plastic hoops; 4 balls [1 plastic hoop w/2 balls in each **FOR EACH SIDE**]

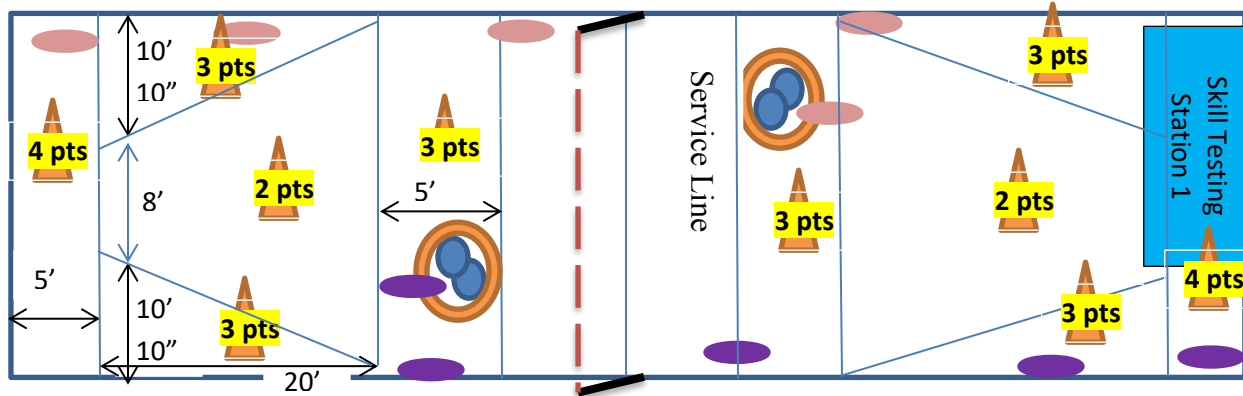
Skill Test Station 3

= TOTAL 2 [Tape appropriate laminated Skill Test Station Number Card to the wall]

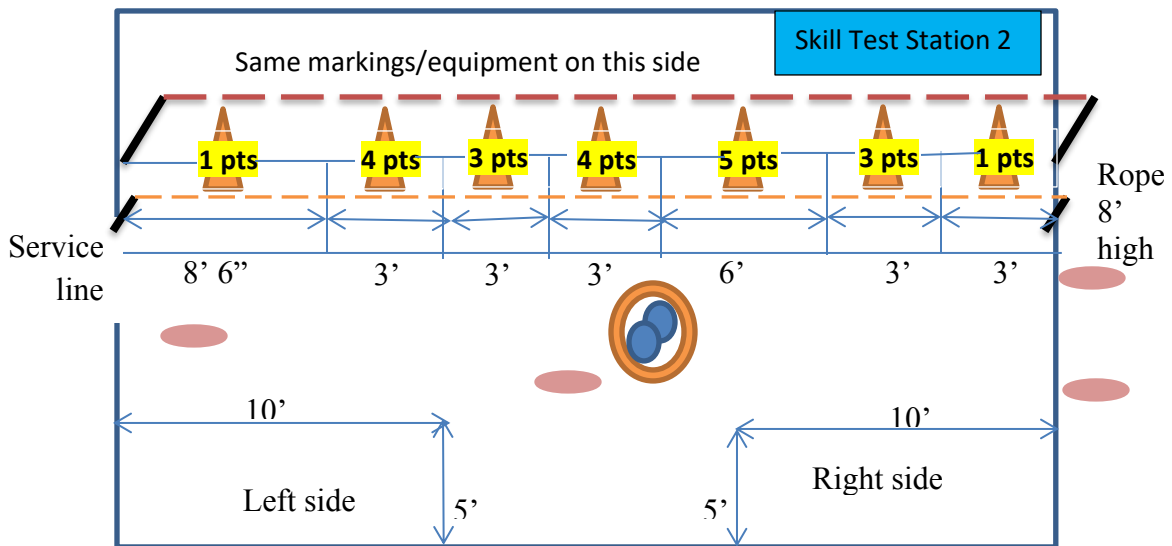
GRADES

<u>Total Points</u>	<u>Grade</u>
45-50	A
40-44	B
35-39	C
30-34	D
0-29	F

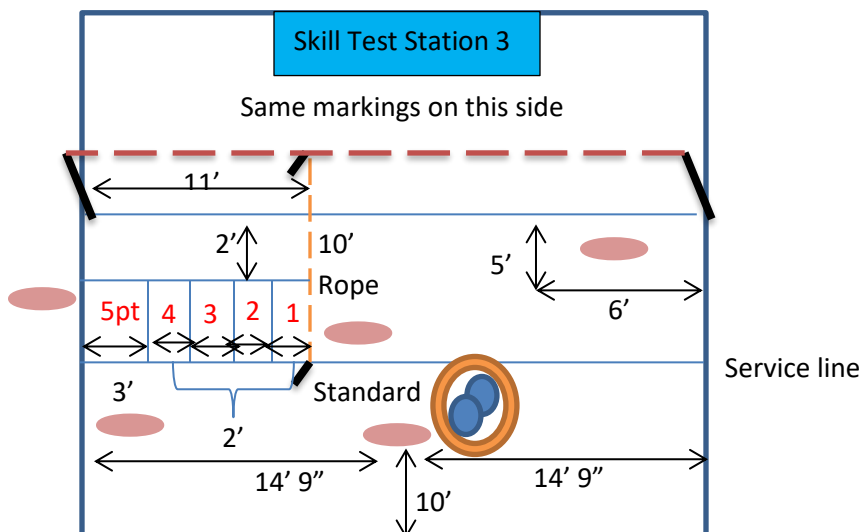
Dimensions for testing using Volleyball Courts



Station 1: Serving

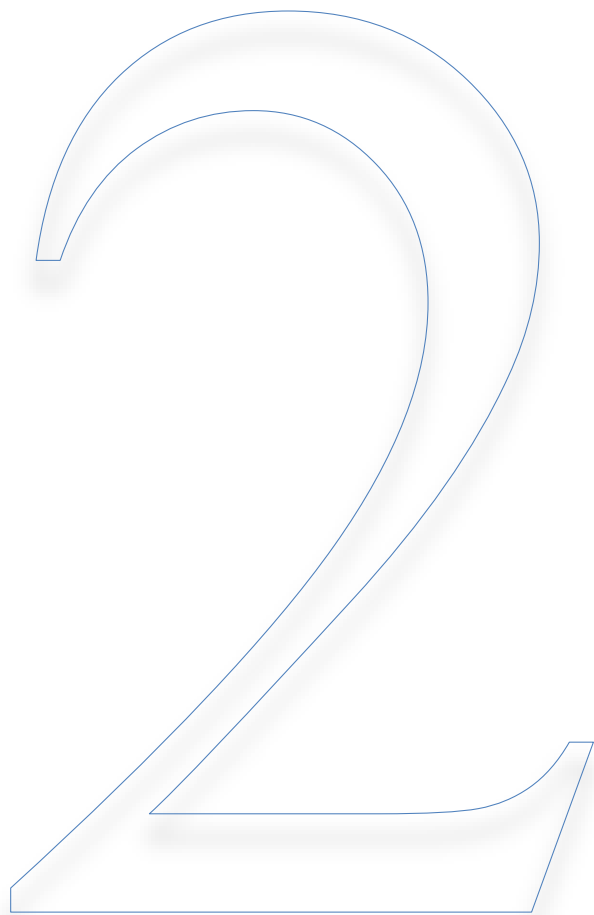


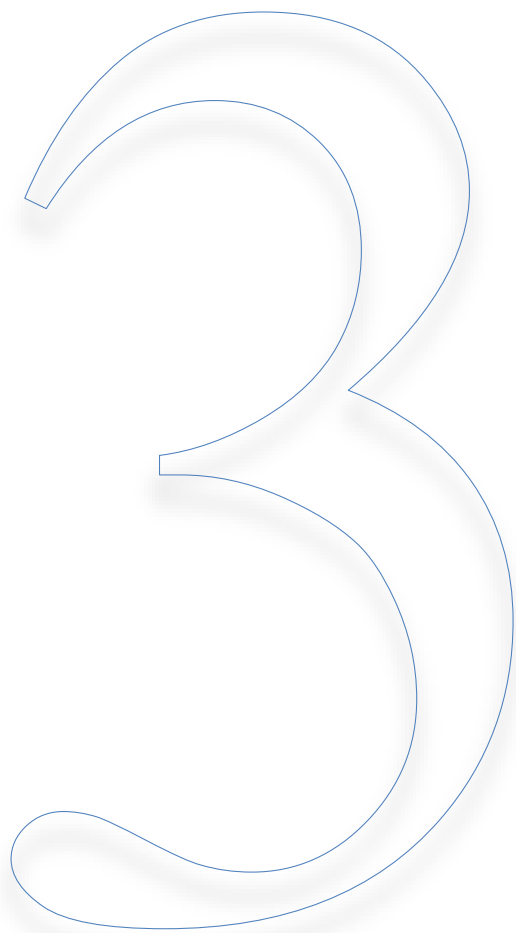
Station 2: Closed-Fist Pass (Direct)



Station 3: Setting (Indirect)

1









Fistball Safety Rules

1. Roll the ball to other side when changing possession (NO kicking the ball to the other side of the court).
2. No hanging on the net (rope) or poles (standards) before, during, after the game.
3. Students must wear proper clothes & shoes to play.
4. Keep hands to self at ALL times.
5. Pay attention to what is going on while on the court at ALL times.
6. Students must show good sportspersonship at all times.

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)

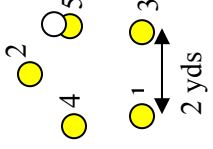
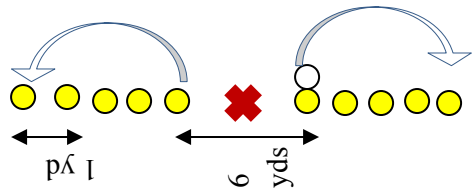
(CONTINUED)

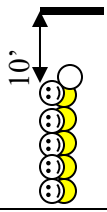
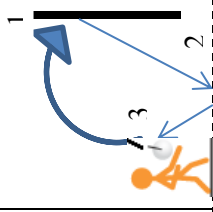
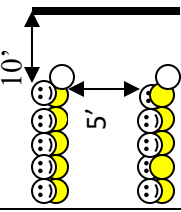
Additional Information:

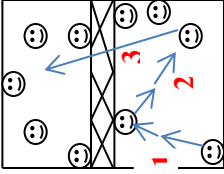
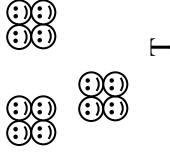
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION**: Students can:
 - a. Watch the videos on the school’s website before coming to class.
 - b. Watch the videos at each station to remind students how to perform skill.
 - c. Take an online test at home regarding the information from “Values 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	 T	<u>Lesson #1 Review</u> <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	 T	<u>Indirect (Bounce) Closed-Fist Pass:</u> <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=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1 Hitting the ball up (0:40): https://www.youtube.com/watch?v=dr0pjLflgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2 Defense (0:44): https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&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 Intermediate Skill 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		<u>Keep It Up Drill Part I:</u> <ul style="list-style-type: none"> Place 4 polypsots one behind the other approximately 1 yard (1 yd = @ 1step) apart on each court side. Place the 5th polyspot 6 yards in front of the first polyspot. Place a volleyball/fistball on this polyspot. Place an “X” 3 yds in between the 2 polypsots 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 polyspot. The student standing on the 5th polyspot 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 polyspot closer <u>Easier:</u> Use a beach ball, floater ball, etc. (refer to “Teaching Tips,” pg. 17) <u>Harder:</u> Move 5th polyspot 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 polyspot. <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		<u>Keep It Up Drill Part II:</u> <ul style="list-style-type: none"> Place 5 polypsots 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: right;">(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 polyspot. <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>Keep It Up Drill Part II (Continued):</u>	<u>Modification/Extensions</u>	<u>Cues</u>
		<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		<u>Keep It Up Drill Part III:</u> <ul style="list-style-type: none"> Place polypsots in 2 lines of 5, one behind the other with 6 yards between the first polypsots on each court. Create an “X” in between the first 2 polypsots with painter’s tape as a visual marker. One student per polypsot. 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 polypsots. 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"> Modification: Increase/decrease distance between teams and the “X” on the floor. Extension: 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). Harder: Instead of running to the back of the team’s own line, run to the back of the opposite line (the other team). Harder: 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>	<i>LESSON #2 (Page 4 of 5)</i> <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 polypot at the 10' mark). ○ Place a ball at the first polypot. ○ 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 polypot, 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 polypot. ○ <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		<u>Three and Over Game:</u> <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"> ○ Easier: Allow 2 hits in succession by a player. ○ Easier: 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. ○ Easier: Use rally scoring to speedup game ○ Easier: Expedite scoring by having each successful indirect pass count as a point ○ Harder: 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)
6 min		<u>Closure and Assessment</u> <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>

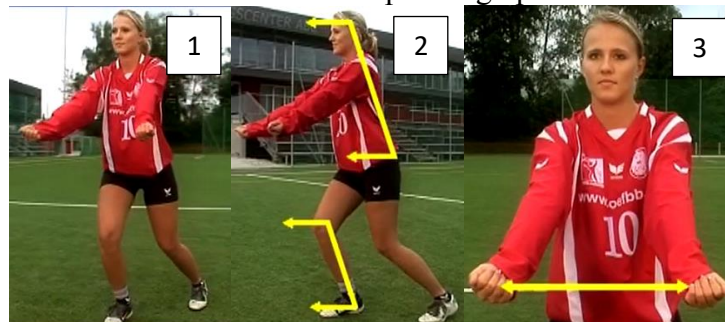
○ **Hitting the ball up** (0:40)

<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>

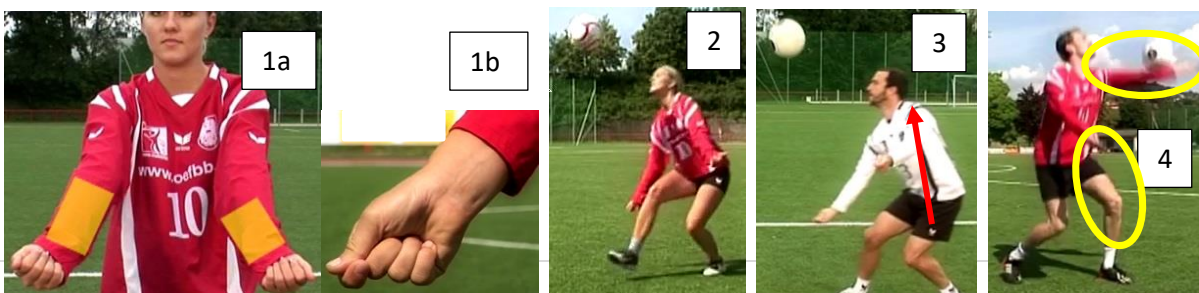
The Basic Stance:

- 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]).



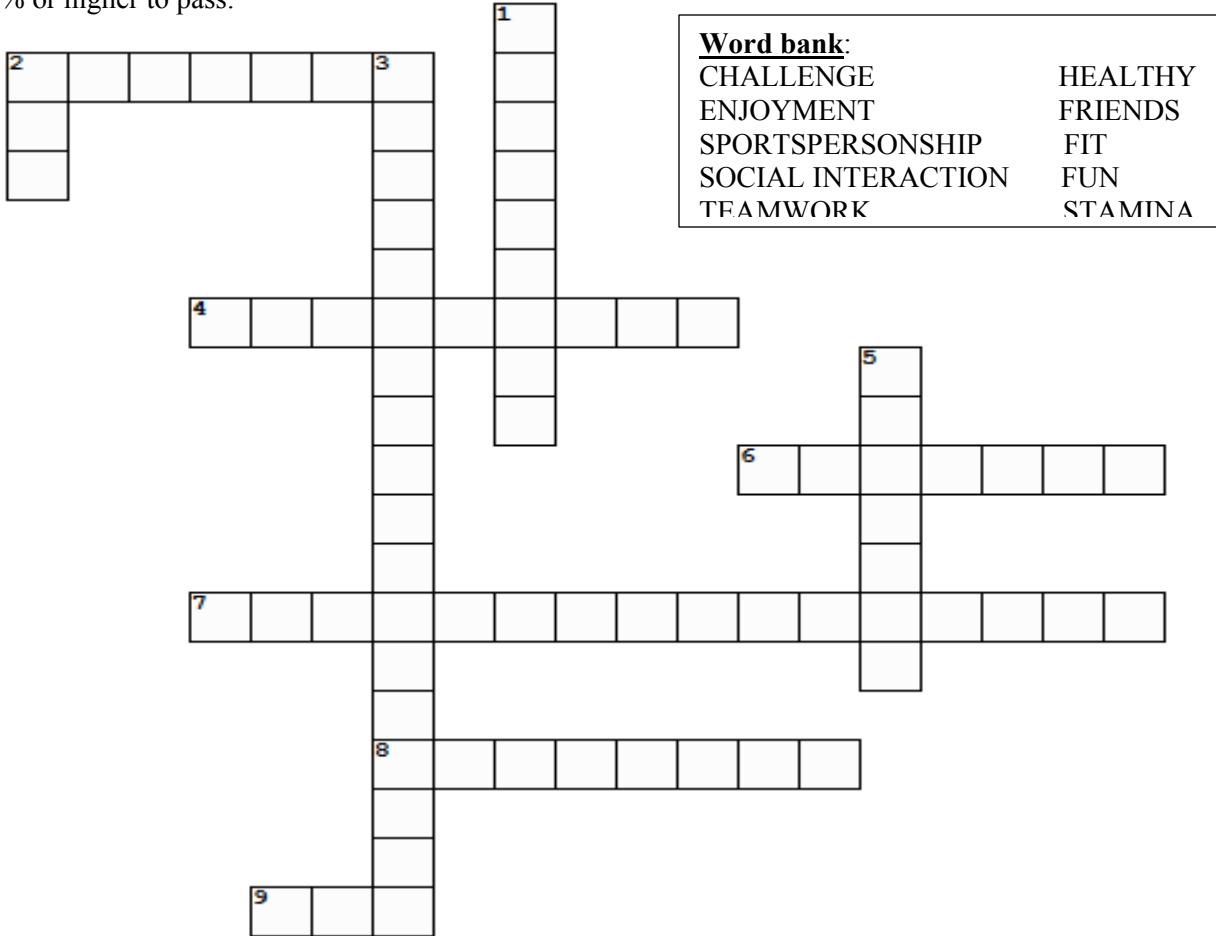
Values Physical Activity Assessment (Beginner)

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.



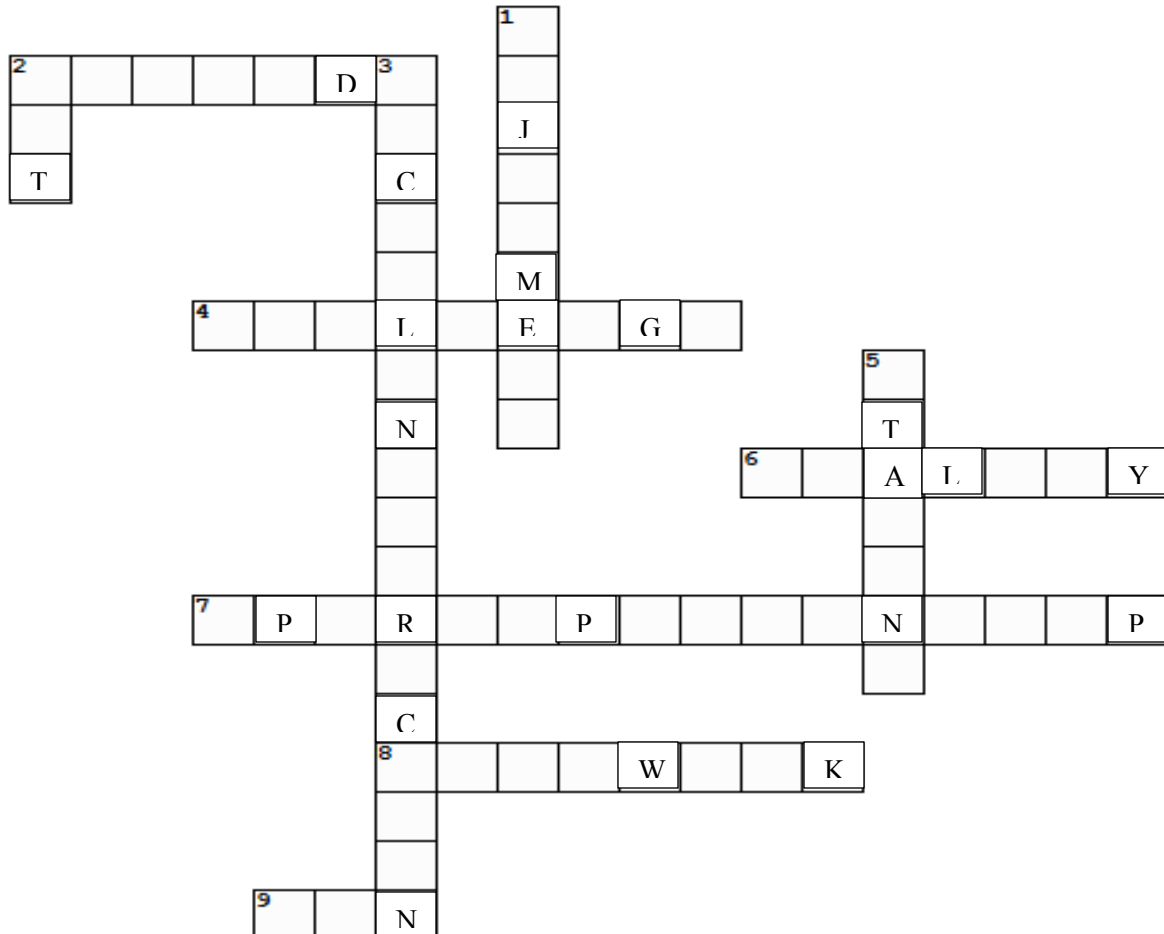
Across

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.

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.

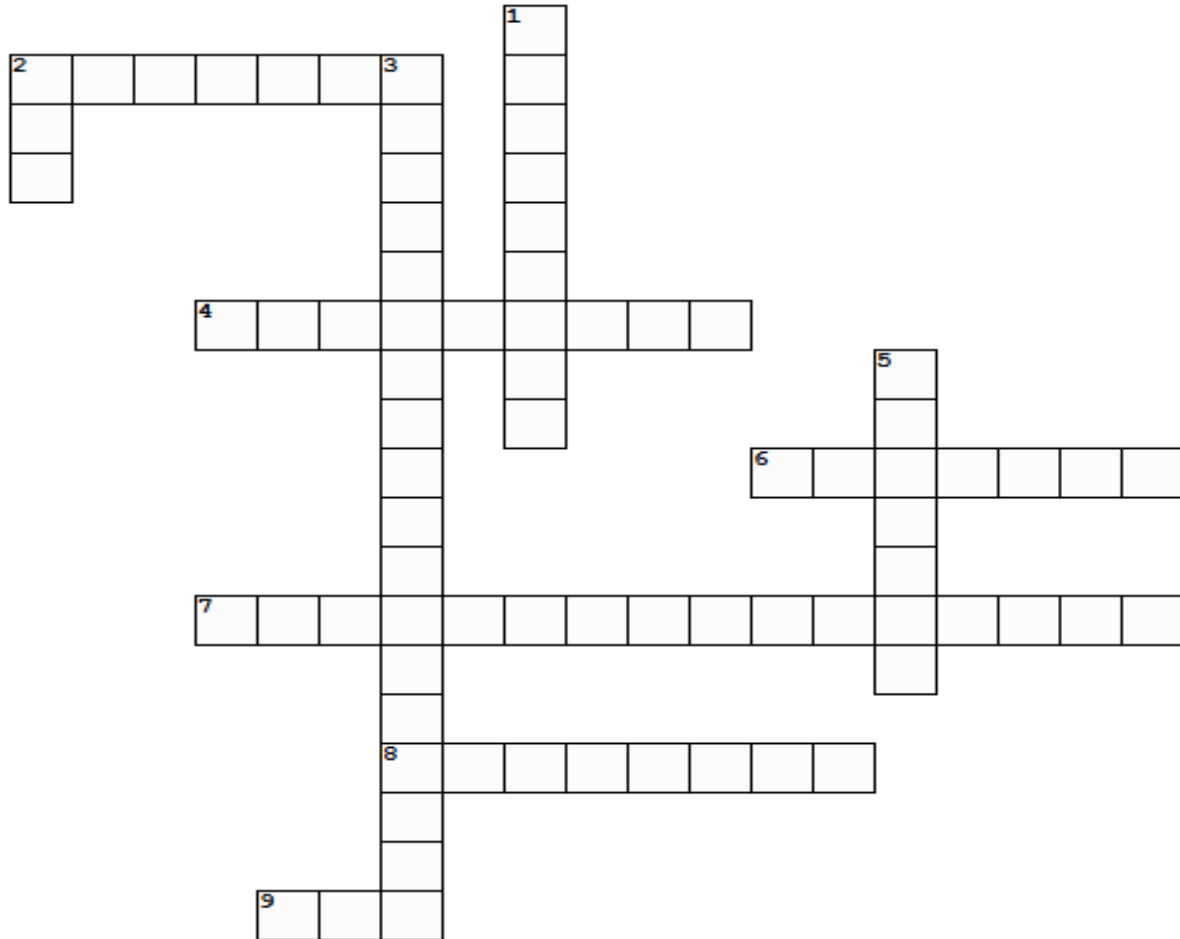


2. Not just a T.V. show, these people make it fun to participate in sports and physical activities.
4. Although sports may prove to be this, many people participate in it because it helps improve skills.
6. The state of being bodily and mentally free from disease.
7. Conduct and attitude considered as 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.

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!)



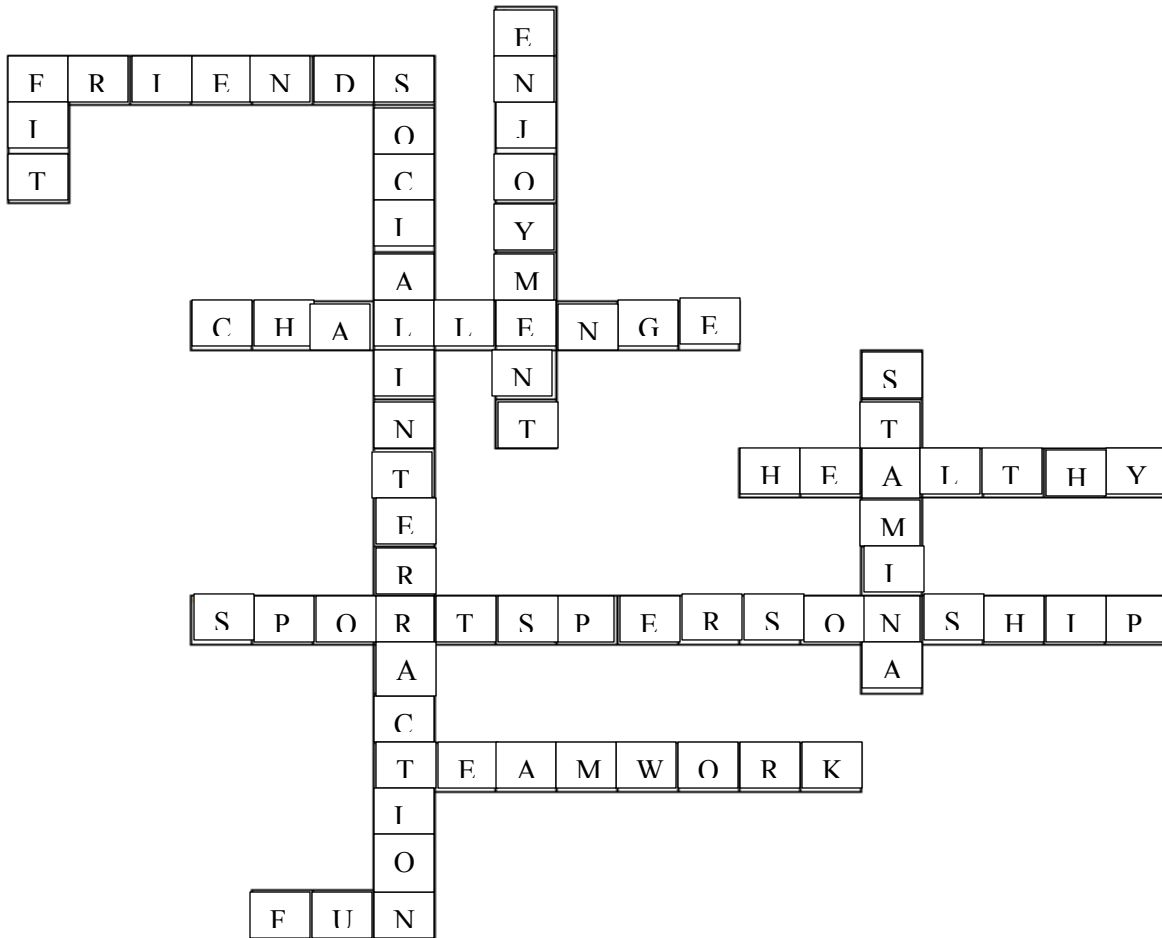
Across

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

FISTBALL LESSON PLANS *LESSON #3*

NPE Standard: 4. Exhibits responsible personal & social behavior that respects self & others.

Review: The Indirect (Bounce) Closed-Fist Pass

Teach: The Direct (no Bounce) Closed-Fist Pass

Equipment Needs:

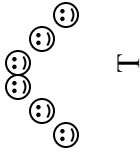
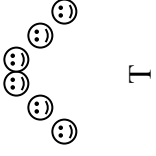
- 6 volley/Fistballs
- 30 polypots
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 1 copy of “There is no ‘I’ in Team Assessment,” per student
- 1 copy of “The Fistball Closed-Fist pass...” from Lesson #2 (from student’s portfolio) or give to each student
- Projector/screen to watch Fistball videos:
 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):

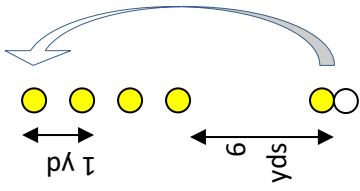
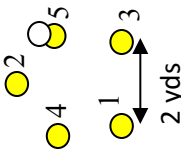
- 1 clipboard per student (to write assessment data on)
- 6 iPad/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music (to be played in the background during the activity to motivate students)

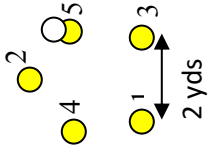
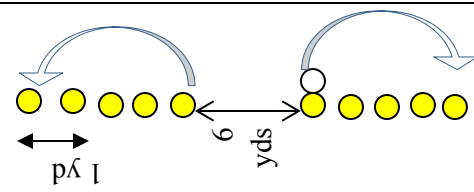
Additional Information:

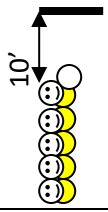
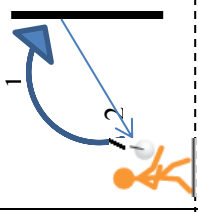
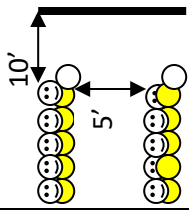
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students
 - a. Watch the videos before coming to class.
 - b. Perform “Personal and Social Responsibility Assessment,” at home using word processing software.
 - c. Watch the videos at each station to remind students how to perform skill.
- **LITERACY INTEGRATION:** Students can read the handout aloud.
- **MATH INTEGRATION:** Math is integrated by: (a) awarding/keeping points, & (b) awarding different points for different skills (higher points awarded to difficult skills).

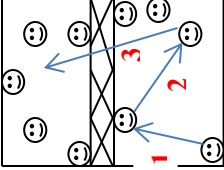
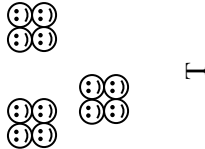
<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 1 of 5)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5 min		<p><u>Lesson # 2 Review</u></p> <ul style="list-style-type: none"> Students sit in semi-circle formation around the teacher. Use portfolios/give students “The Fistball Indirect (Bounce)/Direct (No Bounce) Closed-Fist Pass” to review. Review Lesson #1 & 2 with students answering questions related to: <ul style="list-style-type: none"> Fistball history/background/Rules Performing the Indirect Pass (What’s the skill’s name [Answer: closed-fist pass], steps to perform it, perform skill INCORRECTLY with students correcting performance, perform skill correctly, etc.). Give back/review graded Lesson #2 assessment. Students can take assessment home or place in portfolio. Ask students if they have any questions. <p><u>Direct (No Bounce) Closed-Fist Pass:</u></p> <ul style="list-style-type: none"> Students stay seated in semi-circle formation around the teacher. Explain the Direct closed-fist pass is the same as Indirect, but the ball does NOT bounce before being touched. Show the Direct Closed-Fist Pass performed (Lesson #2 videos): <ul style="list-style-type: none"> Basic stance (0:40): https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1 Hitting the ball up (0:40) https://www.youtube.com/watch?v=dr0pjLfjgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2 Defense (0:44): https://www.youtube.com/watch?v=sqk8ep-GgBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4 Students read “The Fistball Closed-Fist Pass...”. Demonstrate skill using student volunteer: <ul style="list-style-type: none"> Teacher tosses ball to student @ 10 yds away. 	<ul style="list-style-type: none"> Students answer questions verbally &/or physically demonstrate skills Place lesson 2 assessment in portfolio or to the side 	
5-7 min		<p><u>Direct (No Bounce) Closed-Fist Pass:</u></p> <ul style="list-style-type: none"> Students stay seated in semi-circle formation around the teacher. Explain the Direct closed-fist pass is the same as Indirect, but the ball does NOT bounce before being touched. Show the Direct Closed-Fist Pass performed (Lesson #2 videos): <ul style="list-style-type: none"> Basic stance (0:40): https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1 Hitting the ball up (0:40) https://www.youtube.com/watch?v=dr0pjLfjgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2 Defense (0:44): https://www.youtube.com/watch?v=sqk8ep-GgBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4 Students read “The Fistball Closed-Fist Pass...”. Demonstrate skill using student volunteer: <ul style="list-style-type: none"> Teacher tosses ball to student @ 10 yds away. 	<ul style="list-style-type: none"> Perform Flipped Learning (see lesson #1). (TECH) Students read handout before or in class (LIT). Handout to side. Intermediate Skill Direct pass, plus 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/leg tech Contact (1 forearm, fist closed) Knees (bent) Legs (extend when arm contacts ball) Arms (stay still/don’t swing) Call ball

(**Continued**)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 2 of 5)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
		<u>Direct (No Bounce) Closed-Fist Pass (continued)</u> <ul style="list-style-type: none"> Student performs the direct closed-fist pass back to the teacher (the ball is hit high into the air and reaches the teacher with NO BOUNCE). Ask students if they have questions. 		
4-7 min		<u>Keep It Up Drill Part I:</u> <ul style="list-style-type: none"> Place 4 polypots one behind the other approximately 1 yard (1 yd = @ 1step) apart on each court. Place the 5th polypot 6 yards in front of the first polypot. Place a fistball on this polypot. Divide students into 6 teams placing each team on a ½ 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 direct (NO bounce) pass back to the tosser (The student hits the ball high into the air with one arm, tosser catches ball without the ball bouncing). Tosser places ball on ground. Players rotate positions: the tosser rotates to the back of the line, the closed-fist pass student becomes the tosser, & everyone in line moves up one position. Ask students if they have any questions. 	<ul style="list-style-type: none"> <u>Easier/Harder:</u> Move 5th polypot closer/further away <u>Extension:</u> 1 point awarded for every successful pass (the tosser catches the ball no more than 1 step in any direction)(MATH) <u>Harder:</u> 1 pt. awarded when tosser catches ball while keeping one foot on the polypot <u>Harder:</u> Perform drill as one movement: Don't stop with ball on ground after play. Have students change positions so touching the ball is continuous (HINT: ball must be hit high into the air to give players time to get into positions). <u>Extension:</u> Increase practice time by reducing how many students in line. 	<ul style="list-style-type: none"> Same arm/leg technique Contact (1 arm, fist closed) Knees (bent) Legs (extend when arm contacts ball) Arms (stay still/don't swing) Call ball
4-7 min		<u>Keep It Up Drill Part II:</u> <ul style="list-style-type: none"> 5 polypots in a circle @ 2 yards apart on each court. Student with ball starts game by throwing it high into the center of the circle. <p style="text-align: right;">(Continued)</p>	<ul style="list-style-type: none"> <u>Easier:</u> Allow indirect/direct hits <u>Harder:</u> Pt given when skill performed w/1 foot on polypot. <u>Harder:</u> # players 1 to 5. Perform direct bumps in consecutive order (e.g. # "5" throws ball high into 	<ul style="list-style-type: none"> Same cues as above Call for the ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 3 of 5)</u> <u>Learning Activities</u> <u>Keep It Up Drill Part II (Continued):</u>	<u>Modification/Extensions</u>	<u>Cues</u>
		<ul style="list-style-type: none"> o The team attempts to keep the ball in play using only the direct closed-first pass, among team members (the ball can NOT bounce). o Score 1 point for each successful direct pass. o Play continues until a foul is committed. Fouls include: <ul style="list-style-type: none"> ▪ A player hitting the ball twice in succession. ▪ Letting the ball bounce before being passed again. o 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 (or the class/grade/school top score. Keep a CHART to integrate MATH). o Ask students if they have any questions. 	<p>circle's center. # "1" directly bumps the ball, then # "2," etc.</p> <p>HINT: # must be opposite each other in circle (diagram in "Class Org"). Count 1 pt. for each successful consecutive direct pass. When missed, out of play, hits the ground, or touched by a player other than next in succession, play stops. The team starts play again, with 0 pts, to break top score</p> <p>o Harder: Add a 2nd ball half way through the cycle</p>	
4-7 min		<p><u>Keep It Up Drill Part III:</u></p> <ul style="list-style-type: none"> o Place polyps in 2 lines of 5, one behind the other with 6 yards between the first polyps on each court. o One student per polypot. o The student with the ball underhand tosses it to the first player on the opposite side. o The first player: directly closed-first passes the ball back to the first person in the other line, making sure the ball is hit high into the air before reaching the first player, runs to the back of the line, with everyone in the line moving up one position on the polypsots. o The player receiving the direct passed ball, directly passes the ball to the next person in the opposite line, & rotates to the back of the player's team line, etc. o Ask students if they have any questions. 	<ul style="list-style-type: none"> o Extension: Keep score to see how many consecutive bumps the group can make without the ball hitting the ground. That is, keep score for each: (a) complete bump or (b) full rotation (MATH) o Harder: Instead of running to the back of team's line, run to the back of the opposing team's line. o Harder: Continue the game even after the first complete rotation. 	<ul style="list-style-type: none"> o Remind students to "Call the ball" calling off other players before contacting the ball (e.g. "I have it!") o This decreases miscommunication during play)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (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 polypspot at the 10' mark). ○ Place a ball at the first polypspot. ○ Play begins with Player 1 throwing the ball against the wall & with enough force, the ball bounces high on the wall & back to the first player so in order to perform the fistball direct 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 off the wall but before it bounces on the ground). ○ After the ball bounces off the wall (1) Player 2 bumps the ball against the wall (2) & runs to the back of the line. ○ Play continues until a foul is committed. Fouls include: <ul style="list-style-type: none"> ○ Player failing to return ball up against the wall. ○ Failing to make 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 questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Use another polypspot, cone or tape line signaling whether the ball is playable or not (if before line it was unplayable). ○ <u>Easier:</u> Allow indirect/direct touches. ○ <u>Easier/Harder:</u> Decrease/Increase distance between wall & first polypspot. ○ <u>Easier/Harder:</u> The word being spelled. <u>Easier:</u> Omit altogether. <u>Harder:</u> Use fewer letter words (students play more games) (LITERACY) ○ <u>Extension:</u> give pts to successful direct bumps. ○ <u>Extension:</u> Teams compete against each other (make sure there is 5' between teams for safety) with the fouling team receiving a letter (rather than an individual). The team with the fewest points wins. This aids in teamwork & making bumps playable. 	<ul style="list-style-type: none"> ○ Same arm/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 #3 (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 the net to the other team. ○ 1 pt. if a team directly passes (& only directly passes) the ball 3 times before returning it over the net. ○ 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 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"> ○ Easier: Allow 2 hits in succession by a player. ○ Easier: Continue play even if a foul is conducted. No pts are awarded. 1 pt. is only given for complete direct passes by a team. ○ Easier: Use rally scoring to speedup game ○ Easier: Expedite scoring by having each successful direct pass count as a point ○ Harder: Direct pass ball to every teammate (not just 3) before ball goes over the net 	
6 min		<p><u>Closure and Assessment</u></p> <ul style="list-style-type: none"> ○ Students sit in grps of 5 in general space. ○ Review the lesson: <ul style="list-style-type: none"> ● Cues for the Direct closed-fist Pass ● Let a student perform the skill & the class make corrections ○ Distribute one “There is no ‘I’ in Team Assessment” & a pencil to each student. ○ Review the handout with the students. ○ Students complete assessment for the remainder of the period. ○ Let the student know when they have 1-2 minutes left to complete the assessment form. ○ Collect assessments/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. 	

Lesson Reflection/Notes:

There is No "I" in Team Assessment

Name:

Class:

Date:

Directions: Answer the following 5 questions (1) NEATLY, (2) in full sentences ([3] include at least 3 sentences for each question), regarding you & your team's performance during the activities played today: (1) Keep it up (in a circle) (2) Volley Game (Ball against wall) (3) Three & over (3 bumps & over net). Use the back of the paper if needed. Your grade is based on the rubric below. You need a 60% to pass.

	<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 (including 3 full sentences for each question)	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%)

1. Give 1 example how your team supported you during the activity.
2. Give 1 example (different than the answer above) how you supported the team.
3. Give 1 example of what you and the team did when successful.
4. Give 1 example of what you and the team did when not successful.
5. Give 1 example how you helped each other when mistakes were made.

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:

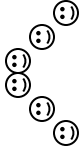
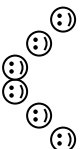
- 6-10 volley/Fistballs
- 30 polypots
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 1 roll of Painters tape
- 6 Basketball hoops
- 6 standards (poles)
- 1 copy of “Participating in Physical Activities,” per student
- 1 copy of “The Fistball Set: Indirect (Bounce)/Direct (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>

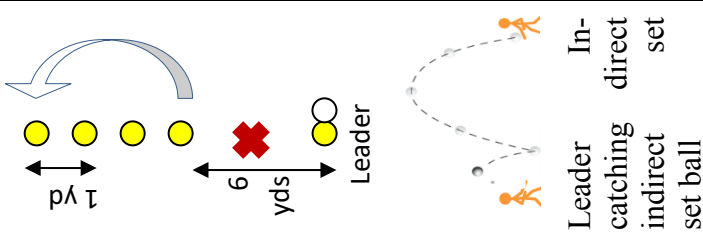
Equipment Needs (Optional):




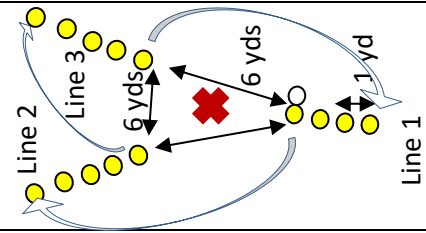
- 1 clipboard per student (to write assessment data on)
- 6 iPad/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music (to be played in the background during the activity to motivate students)

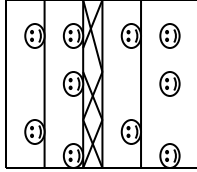
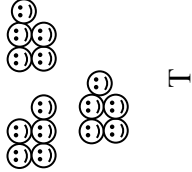
Additional Information:

- 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	 T	<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	 T	<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"> Set (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).” (<u>LITERACY</u>). 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 polypsots 1 behind the other 1 yd apart on each court. ○ Place 5th polypsot 6 yards in front of the first polypsot. Place a Fistball on this polypsot. ○ Place an “X” 3 yds in between the 2 polypsots 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 polypsot. ○ The student standing on the 5th polypsot (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 polypsot & 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 polypsot 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 polypsot 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	  	<u>Put the (Indirect) Set in the Net:</u> <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 indirectly into hoop (ball must BOUNCE 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"> Harder: 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) Use Modifications/extensions from other games: Different types of balls, distance from hoop, reducing students in line, combining skills, etc. 	
7-10 min		<u>Tri and Try Again:</u> <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"> Extension: Keep score for each: (a) complete indirect set or (b) full rotation (MATH) Harder: Continue the game even after the first complete rotation (how many consecutive hits). Extension: Any 1st player can indirectly set the ball. Rotation is where the ball is set to. 	<ul style="list-style-type: none"> "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.

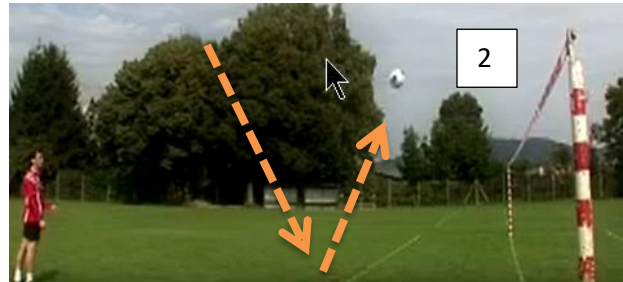
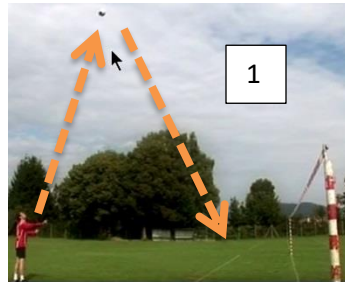
The setter calculates the **TRAJECTORY** of the set, so the bounce is at its highest point (approximately 2.5 - 3.0 m in height), as this is the most effective height for an attacker to jump and hit the ball over the net.

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

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:

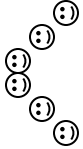
- 6 volley/Fistballs
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 6 basketball hoops
- 6 copies of the handout “Add it up point tracker” (one for each court). Differentiate instruction:
 - 1. Choose easy score keeping [“Add it up point tracker #1”] 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=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=3>

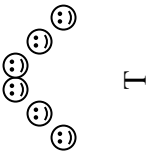
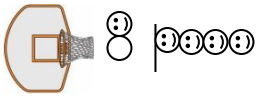
Equipment Needs (Optional):

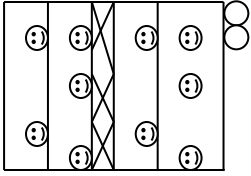
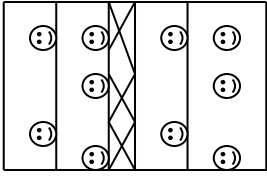
- 1 clipboard per student (to write assessment data on)
- 6 iPads/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music

Additional Information:

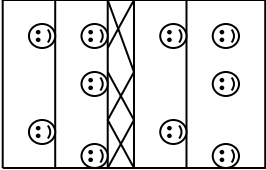
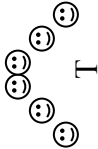
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students
 - a. Watch the video on the school’s website before coming to class.
 - b. Perform “Assessment Sheet,” at home using word processing software.
 - c. Watch video at stations during drills/games to remind how to perform skill.
 - 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	 T	<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: <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 <u>TRAJECTORY</u>, 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> <u>Why/when is it used?</u> 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> <u>Indirect: Bounce</u> <ul style="list-style-type: none"> 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><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=PLHqfo9emlrGIAArkfbypa877GvRAQzKm&index=3 Give out/review: “Performing the Fistball Set” (<u>LITERACY</u>). 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 (<u>MATH</u>): (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>2 is Better Than 1: 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. Round 1: 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. Round 2: Students perform indirect/direct pass or set (with 1 ball first, then 2 balls if the class is made up of skilled players). Round 3: 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. Round 4: Rotate so teams play other teams. Ask students if they have questions. <p>Add it Up Game (MATH)</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). 	<ul style="list-style-type: none"> Easier: Don't use nets. 2 teams play against each other Easier: No teams/courts/nets. Entire class bumps/sets ball(s) using entire activity space Easier: Hit ball 2+ times in a row Easier: Use beach balls, floater balls Easier: Use 1 ball Harder: Add 3+ balls if appropriate (skilled players) Extension: 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>Add it Up Game (MATH)</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). 	<ul style="list-style-type: none"> Easier: Let same player touch ball twice in succession Easier: Let ball bounce twice Extension: 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

(CONTINUED)

<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>
		<u>Add it Up Game (Continued)</u> <ul style="list-style-type: none"> o A team only gets a point for every legal/successful touch it makes during the game. o Teams keep track of pts using “Add it up point tracker,” handout (choose 1 student from each team to write pts on handout). o 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. o Play 3-minute rounds, rotating teams (Teacher sets amount of min). o Ask students if they have questions. 	<ul style="list-style-type: none"> o <u>Extension</u>: Every player must touch ball before hitting it over the net o <u>Extension</u>: Make games longer/shorter 	
3-7 min		<u>Closure and Assessment:</u> <ul style="list-style-type: none"> o Students sit in semi-circle formation around the teacher. o Review the lesson: <ul style="list-style-type: none"> • Collect handout “Add it up point tracker,” from each team o (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. o <u>Assessment</u>: <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"> o Perform assessment as a homework assignment if there is no time to complete it in class 	<ul style="list-style-type: none"> o Same arm/leg o Contact (forearm, fist closed) o Knees (bent) o Legs (extend) o Arms (don’t swing) o 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

FISTBALL LESSON PLANS LESSON #6

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

Review: Lessons 1-5: (1) Rules, history; (2) Indirect (Bounce) closed-fist Pass; (3) Direct (No Bounce) closed-fist Pass; (4) Indirect (Bounce) Set; (5) Direct (No Bounce) Set

Teach: Fistball physics.

Equipment Needs:

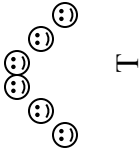
- 18 Fistballs (3 for each station)
- 6 plastic hoops (corral the balls) (1 for each station)
- 18 cones (3 per station)
- 60 domes/cones (10 per station; 5 yards [1 yard=1 step] apart in single line dividing the 6 fields)
- 1 pencil per student
- 1 large empty field divided into 6 (**TIP:** This lesson is better if played **OUTSIDE** due to the lab the students will be participating in)
- 1 copy of “Fistball Physics,” per student
- 1 copy “Fistball Physics Teacher Guide”
- 1 (plus extra) unused balloon

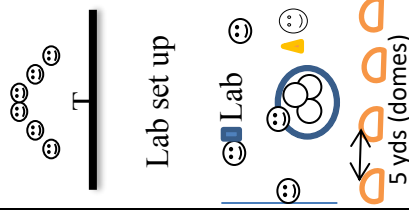
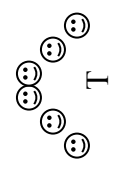
Equipment Needs (Optional):

- 1 clipboard per student (to write assessment data on)
- 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. Perform “Assessment Sheet,” at home using word processing software.
 - b. 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) performing physic calculations to answer questions at the bottom of the handout “Fistball Physics.”
- **SCIENCE INTEGRATION:** Science is integrated by using physics concepts (esp. Newton’s laws) through a lab performed during class time.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #6 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5-7 min		<p><u>Lesson # 1-5 Review:</u></p> <ul style="list-style-type: none"> Students sit in semi-circle formation around the teacher. Review Lesson #1-5 information/skills: ask students to answer questions: <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 <u>TRAJECTORY</u>, 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 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> <u>Why/when is it used?</u> 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> <u>Indirect: Bounce</u> <ul style="list-style-type: none"> Give back/review graded Lesson #5 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 5 assessment in portfolio or to the side 	<ul style="list-style-type: none"> Same arm/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 #6 (Page 2 of 2)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
50 min		<p><u>Fistball Physics:</u></p> <ul style="list-style-type: none"> Keep students sitting in semi-circle formation around the teacher. Distribute handout (Fistball Physics) & a pencil to each student. Teachers use the “Fistball Physics Teacher Guide” to teach Newton’s law of motion & the lab experiment, to students. Ask students if they have any questions. Divide students into 6 groups of 5 students. Escort students outside so they can perform the lab. Students participate in lab for the remainder of the period. Give students a 1-2 min warning to complete the lab/answer questions before moving on to “Closure.” (The lab can be performed w/2 students minimum, increasing participation [perform more trials]. Teacher needs to change handout to accommodate). 	<ul style="list-style-type: none"> <u>Easier/Harder:</u> Decrease/Increase the passing score for the lab assessment <u>Harder:</u> Perform more repetitions of each skill activity <u>Extension:</u> Increase participation by creating smaller group sizes. 	<ul style="list-style-type: none"> Tell students to focus on the lab so everyone can participate in this 1-DAY activity.
3-5 min		<p><u>Closure:</u></p> <ul style="list-style-type: none"> Students sit in semi-circle formation around the teacher. Review: <ul style="list-style-type: none"> The physics concepts &/or Questions at the bottom of the physics handout (TIP: Review info now or next class after teacher reviews scores & can give feedback on student performance). Collect the labs (make sure names are at the top) Review Lessons 1-5 if time allows. Ask students if they 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) Call for the ball

Lesson Reflection/Notes:

Fistball Physics Teacher Guide

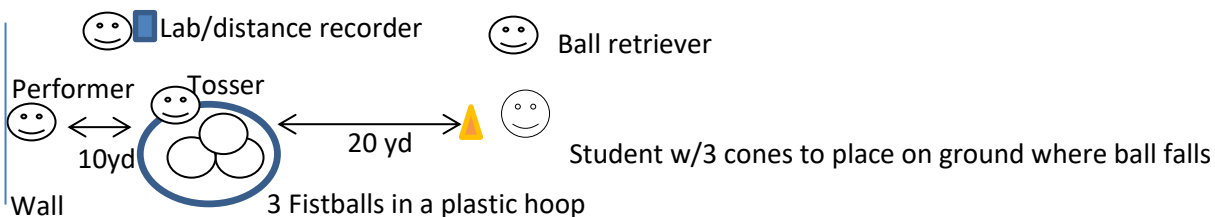
This is a scripted guide to help teachers perform the lab successfully. Follow along the scripted lesson where:

RED text represents teacher questions/information to the students during the class.

BLUE text represents possible student answers to the teacher questions.

GREEN text represents lesson extensions (e.g. of planning for more than a 10 lesson unit, homework assignment, schools on a block schedule, etc.)

FIELD SET UP:



TEACHING FISTBALL PHYSICS PRE-LAB EXPERIMENT SET UP:

1. Set a Fistball on a stationary surface.
2. 1 unused balloon.

TEACHING FISTBALL PHYSICS INSTRUCTIONS:

1. Students sit in semi-circle formation around the teacher.
2. Distribute handout (Fistball Physics) & a pencil to each student.
3. Students read the first paragraph in the handout.
4. **(INTEGRATING LITERACY/TECHNOLOGY/SCIENCE IF TIME:** Work with the class to develop a definition of the word motion. Write a definition on the board that the class agrees upon and then compare it to the dictionary definition. Ensure that the students fully understand what motion means, because that understanding is pivotal to their comprehension of the laws of motion **OR** create a handout the students must complete for homework and come in for this lesson prepared to discuss Isaac Newton and the laws of motion).
5. **DEMONSTRATION OF THE FIRST LAW:** (Use Fistball to demonstrate the first law).
 - a. Go to the still ball on a stationary surface.
 - b. Ask students: **Why is the ball not moving?**
 - c. Answer: **Because of the flat surface.**
 - d. Push the ball forward to make it move.
 - e. Ask students: **Why did the ball start moving?**
 - f. Answer: **Because it was pushed.**
 - g. Tell students: **Newton's first law of motion is the law of INERTIA which states objects at rest stay at rest and objects in motion stay in motion unless an outside source affects it.**
 - h. Tell students: **Write the word "INERTIA" in the space provided next to the "1st Law."**
 - i. Have a student (or read as a class in unison) the first law from the handout.
 - j. **(IF TIME:** Have students define the law in their own words).

6. DEMONSTRATION OF THE SECOND LAW: (Use a Fistball to demonstrate the second law).
- Hold the Fistball and let it drop to the ground.
 - Ask students: **How fast did the ball fall?**
 - Allow students to answer and decide if the answers are correct.
 - This time, pick up the ball & throw it hard to the ground.
 - Ask students: **How fast did the ball fall this time?**
 - Answer: **Speed higher than the first throw.**
 - Ask students: **Why did the ball move more quickly the second throw?**
 - Answer: **Because it was thrown.**
 - Tell students: **Force was applied when the ball was thrown. Isaac Newton's second law involves applying force to an object, which affects its speed. This is the law of ACCELERATION.**
 - Tell students: **Write the word “ACCELERATION” in the space provided next to the “2nd Law.”**
 - Have a student (or read as a class in unison) the first law from the handout.
 - (**IF TIME**: Have students define the law in their own words).
7. DEMONSTRATION OF THE THIRD LAW: (Use a balloon to demonstrate the third law).
- Blow up the balloon and pinch it closed so the air doesn't escape.
 - Tell students: **Watch what happens when I let go of the balloon.**
 - Let the balloon go (Be ready for giggles).
 - Ask students: **What happened to the balloon when I let it go?**
 - Answer: **It moved.**
 - Ask students: **What made the balloon move forward?**
 - Answer: **Air being let out.**
 - Tell students: **Newton's third law states for every action, there is an equal and opposite reaction. When the balloon is blown up it is being filled up with air that is under pressure. When the air escapes from the balloon the escaping air exerts thrust or force on the balloon which moves/propels it forward. The air escapes backward – the balloon races forward. ACTION/REACTION. Or more formally known as Newton's Third Law of Motion.**
 - Tell students: **Write the word “ACTION/REACTION” in the space provided next to the “3rd Law.”**
 - Have a student (or read as a class in unison) the first law from the handout.
 - (**IF TIME**: Have students define the law in their own words).
 - (**IF TIME/OLDER (ADVANCED) STUDENTS**: use other action/reaction examples such as ACTION: Using a hockey stick to hit puck forward; what is the REACTION? [stick moves backward]. This is why it is important to FOLLOW THROUGH!! So, the puck goes further, or for any equipment so force isn't just absorbed and lost).

(CONTINUED)

LAB EXPERIMENT DIRECTIONS:

- Explain/have students read the directions regarding the experiment steps.
- Demonstrate the lab activities so students understand what to do when on the field (use the handout information).
- Explain the handout will be collected at the end of class. Therefore, complete the headings at the top of the handout. Their work will be graded. Each question is worth 10 points each, & a passing grade is 70% or higher.
- Students complete the experiment together, but answer the questions separately (complete their own work). No cheating (That is, unless you want students to work as a group).
- Ask students if they have any questions.
- Escort students to the field.
- Divide the class into 6 groups of 5 students in each group.
- After discussing info, students have the rest of the period to perform the experiment & complete all handout sections including the questions at the bottom of the handout.
- If students have questions while conducting experiments, tell them to raise their hand, and you will come to them.
- Remind students to be safe when retrieving equipment (as balls from other fields may come into their space).
- Give students a 1-2 min warning to complete the answers before moving on to “Closure.”

Fistball Physics (3 pages)

Name: _____ Date: _____ Class: _____

Directions: Read & perform each lab experiment. After all the experiments are completed, answer the questions listed below. Each question is worth 10 points. A 70% or higher is a passing score. Good luck & have fun!

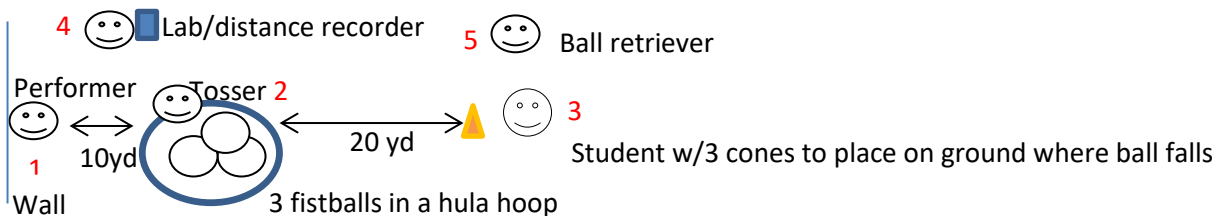
Today we are learning about Sir Isaac Newton. Sir Isaac Newton (December 1642 – March 1726), was a prominent mathematician, physicist, astronomer, theologian, and author. His most significant scientific works are his laws of motion. These laws explain why things move the way they do. There are three laws of motion.

1st Law: _____. An object at rest stays at rest and an object in motion stays in motion until acted upon by a force.

2nd Law: _____. Refers to the speed at which an object moves. This speed depends on the amount of force applied to the object. The more force used, the faster the object will move. Newton's second law gives a formula telling us how much force is needed and states that the force needed to accelerate an object equals the mass of the object multiplied by its acceleration, or: **Force = Mass x Acceleration**.

3rd Law: _____. For every action there is an equal and opposite reaction. The terms action and reaction refer to forces. The key to getting this law right is understanding action-reaction pairs. Pair means two, so only two objects are in an action-reaction pair. For example, when throwing the ACTION is to throw the ball in an upward and forward direction. To do this the REACTION of the legs is to push down and backwards with the legs.

The Experiment:



Step 1:

1. Performer (1) stands with back against the wall. 3 balls in hula hoop @ 10 yds (steps) away.
2. The tosser (2) stands @ 10 yards away, with the 3 fistballs. The tosser underhand tosses a ball to the performer.
3. The performer keeps the BACK AGAINST WALL & passes the fistball, by SWINGING THE ARM, into the field (NO stepping forward, NO follow through, NO down/up).

4. The student in the field (3) places a cone where the ball landed, bringing the landing site back to the middle of play regardless of where the ball actually landed. For example, if the ball was hit way to the right, place the cone in the center of the field (This standardizes ALL trials since every student is doing it this way):



Ball hit all the way over here



Place cone here, not there



Wall

5. The ball retriever (4) retrieves the ball, and keeps it off to the side for safety.
6. Repeat until all the balls have been closed-fist passed into the field.
7. The lab/distance recorder (5) records distances **AFTER** all 3 balls are closed fist passed by counting the number of steps between the wall to each cone & records the steps in each corresponding box in the table below. **1 step = @ 1 yard.**
8. After the performer finishes, rotation is as follows:
 - a. Performer (1) becomes the tosser (2).
 - b. The tosser (2) becomes the student in the field (3).
 - c. Student in the field (3) = Lab recorder (4)
 - d. Lab recorder (4) = Ball retriever (5)
 - e. Ball retriever (5) = Performer (1)

Step 2:

1. Stand 3 steps away from the wall (so you're closer to the tosser).
2. Perform same steps as STEP 1, with the exception of the following:
 - a. Contact the ball with the arm naturally by stepping forward while making contact with the ball (do not add extra force). Stop the contact right after you made contact with the ball (NO follow through, NO knee up/down).

Step 3:

1. Repeat Step 2, but this time, perform the full closed-fist pass movement including:
 - a. Take 1 step before strike the ball. Using same arm/same leg.
 - b. Make contact with forearm, fist closed.
 - c. Knees (bent).
 - d. Legs (extend) using knees moving from down to up to create momentum.
 - e. Arms (don't swing).
 - f. After contacting the ball, continue moving forward (as you ready for the next play).

(CONTINUED)

	<u>Distance: 1st attempt</u>	<u>Distance: 2nd attempt</u>	<u>Distance: 3rd attempt</u>	<u>TOTAL</u>
Closed-fist pass w/back against wall				
Closed-fist pass 3 steps away; swing arm; legs parallel				
Closed-fist pass 3 steps away; w/same arm/leg; contact w/forearm /clenched fist; move from down/up position; don't swing arm; move forward				
Total Average				

Remember: 1 step = @ 1 yard

QUESTIONS: Each answer is worth 10 points each. You need a 70% to pass. Use the back of this handout to answer questions (remember to number your answers).

1. What did you change about your motion to make a ball go further?
2. What law applies **FORCE** to a ball?
3. What 2 parts of the body exert force when bumping a ball?
 - a.
 - b.
4. What direction is the force exerted on the arm when contacting the ball **FORWARD**?
5. What direction is the force exerted on the **LEGS** when the **BALL IS HIT UP**?
6. Which of Newton's laws is this an example of (using questions 4 & 5)?
7. Calculate the force (Newtons) of a regulation **FIST**ball (13 oz = Mass) leaving the hand (accelerating) 5 miles per hour (show your work. Look at page 1 for the equation to calculate this).
8. Calculate the force (Newtons) of a regulation **VOLLEY**ball (10oz) leaving the hand (accelerating) 5 miles per hour (show your work).
9. Knowing Newton's 2nd law of acceleration, which ball (Fist or volleyball) will take more force to accelerate?

Taking on Newton In-Class Worksheet: ANSWERS

1. What did you change about your motion to make a ball go further?
(1) Follow through, (2) knees down to up, (3) arm doesn't swing
(ANY/ALL OF THESE)(10 POINTS)
2. What law applies force to a ball?
First: inertia (10 POINTS)
3. What 2 parts of the body exert force when bumping a ball?
Arms (10 POINTS) and legs (10 POINTS)
4. What direction is the force exerted on the arm when contacting the ball
FORWARD?
Back (10 POINTS)
5. What direction is the force exerted on the **LEGS** when the **BALL IS HIT UP?**
Down (10 POINTS)
6. Which of Newton's laws is question number 4 and 5 an example of?
Third: action/reaction (10 POINTS)
7. Calculate the force (Newtons) of a regulation FISTball (13 oz = Mass) leaving the hand (accelerating) 5 miles per hour (show your work. Look at page 1 for the equation to calculate this).
13 X 5 = 65 Newtons (10 POINTS)
8. Calculate the force (Newtons) of a regulation VOLLEYball (10oz) leaving the hand (accelerating) 5 miles per hour (show your work).
10 x 5 = 50 Newtons (10 POINTS)
9. Knowing Newton's 2nd law of acceleration, which ball (Fist or volleyball) will take more force to accelerate?
Fistball (with 65 Newtons vs only 50 Newtons for the volleyball) (10 POINTS)

FISTBALL LESSON PLANS LESSON #7

NPE Standard: 3 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

Teach: (1) Underhand/overhand serve

Equipment Needs:

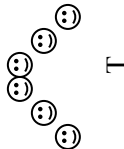
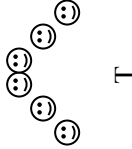
- 9 volley/Fistballs (3 per court)
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 30 plastic hoops (10 for each court)
- 12 cones (4 each side)
- 9 polypots (3 each court)
- 1 copy of "Personal and Social Responsibility Assessment Sheet," per student
- 1 copy of the handout "The Fistball Serve," per student
- Projector/screen to watch Fistball serve skill video:
 1. Serve (audio)(0:40):
<https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=7>

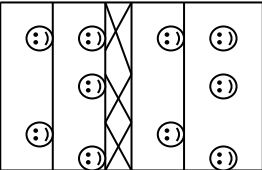
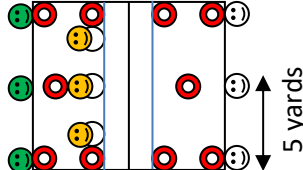
Equipment Needs (Optional):

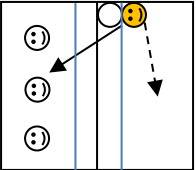
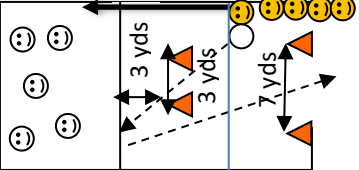
- 1 clipboard per student (to write assessment data on)
- 6 iPads/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music (to be played in the background during the activity to motivate students)

Additional Information:







- Please refer to "Teaching Tips."
- **TECHNOLOGY INTEGRATION:** Have students
 - a. Watch the set video on the school's website before coming to class.
 - b. Perform "Assessment Sheet," at home using word processing software.
 - c. Watch the Serve video at stations during drills/games to remind how to perform skill.
 - d. Take an online test at home regarding the serve 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 #7 (Page 1 of 4)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5-7 min		<p><u>Lesson # 1-6 Review:</u></p> <ul style="list-style-type: none"> Students sit in semi-circle formation around the teacher. Review Lesson #1-5 information/skills: ask students to answer questions: <ul style="list-style-type: none"> When is the PASS used? (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). WHEN is the SET used? (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. HOW is the SET calculated? 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). Indirect/direct pass/set cues: 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). What is “Calling for the ball”? Why/when is it used? Calls off other players before contacting the ball, decreasing miscommunication during play. For example, call “I have it!” Difference between Indirect/Direct Pass/Set? Indirect: Bounce Give back/review graded Lesson #6 assessment. This includes asking students to answer physics questions based on lab & skill performance (e.g. What do they need to do to get the most force from the ball when bumping/setting it? Use knees from down to up, follow through, etc.) 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 6 assessment in portfolio or to the side 	<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
5 min		<p><u>Serve</u></p> <ul style="list-style-type: none"> Students sit in semi-circle formation around the teacher. Teach how to perform the underhand/overhand Serve: <ul style="list-style-type: none"> Overhand Serve (audio)(0:40): https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=7 Give out/review: “Performing the Fistball Serve” (LITERACY). Demonstrate skill using teacher or student volunteer Ask students if they have questions. 	<ul style="list-style-type: none"> Physically demo the serve using teacher or student volunteer. Place handout to the side/ in portfolio 	

Time	Class Organization	LESSON #7 (Page 2 of 4) Learning Activities	Modification/ Extensions	Cues
10 min		<p>Serving Game</p> <ul style="list-style-type: none"> ○ The object is NOT to be the first team to score 11 points. ○ Divide students into 6 teams. Place each team on one side of a court. ○ Regulation Fistball rules are used except: <ul style="list-style-type: none"> ● The server underhand serves the ball over the net. ● An opposing team member catches the ball, & from where the opponent is standing, UNDERHAND SERVES the ball back over the net. Closed fist passing and setting is allowed. ● Play continues in this manner until a foul is committed. The team making an error gets a point, regardless of who is serving. ● Team with the fewest points at the end of a round wins. ● Play round until 11 points. Rotate teams after each round or “X” mins ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ Play 2-4 minute rounds, rotating teams ○ Team receives -2 points for an Ace ○ Add more balls ○ Use beach balls, etc. 	<ul style="list-style-type: none"> ○ Weight back ○ Ball in non hit hand ○ Hit arm back ○ Toss ball in air ○ Wt. shift to front ft ○ Hit with fist
10 min		<p>Hoop-a-lot Game</p> <ul style="list-style-type: none"> ○ Set up 3 courts w/1 hoop in each corner & 1 in the middle (5 hoops on each side). Place 3 balls behind service line on 1 side of each court @ 5 yds apart (TIP: use polyspot to corral the ball & act as visual aid). ○ Divide students into 9 groups with @ 3-4 students in each group. Send 3 grps to a court w/2 grps on 1 side (the one w/balls), & 1 grp to the opposite court. The single group (orange) stands behind service line, 5 yards apart, facing the net. The side w/2 grps: 1 grp has each member stand behind a ball facing the net (orange). The other grp (green) stands behind 1st group (@ the back line). ○ On teachers signal, all three group members on each court (orange) picks up a ball & serves it underhand aiming for a hoop on the other side. ○ The group on the other side (white) retrieves the balls & sets the balls up to underhand serve the ball back over the net, while moving to the group 3 position (green), on the back line. ○ 1 pt. awarded each time a ball is served into a hoop. Each grp is responsible for keeping their own score. The group with the highest score wins. ○ Rotate positions: Group 1 (serving: orange) goes under net becoming new grp 2 (white); grp 2 (white) goes under to other side becoming the grp 3 back row (green); grp 3 (green), steps forward becoming grp 1 (orange). ○ Ask if students have any questions. (30) 	<ul style="list-style-type: none"> ○ Extension: Students don’t rotate right away. After Grp 1 serves, grp 2 serves back. Then rotate so students serve from both sides ○ Extension: Assign different pts to each hoop ○ Easier: Add hoops; use large hoops/equipment ○ Harder: Remove hoops ○ Harder: Use overhand serve 	<ul style="list-style-type: none"> ○ 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 #7 (Page 3 of 4)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
10 min	 <p>After serves, move onto court to return ball</p>	<p><u>H.A.T. Trick Game</u></p> <ul style="list-style-type: none"> Keep students in teams of 3 (or rotate members &/or courts), w/2 teams on 1 side of the court and 1 team on the other side. Remove hoops from courts & place 1 ball on grp 1 side (Serving team orange). The other 2 groups will alternate receiving: grp 2 (white) on the court & grp 3 (green) behind the service line awaiting their turn. To earn a point for the serving team the server must: <ul style="list-style-type: none"> <u>H</u>ave the receiving team <u>H</u>it the ball into net or out of bounds <u>A</u>ce the serve or <u>T</u>ouch the ball before it hits the ground on the server's side Only the server plays the ball on that side. The receiving team scores 1 pt. if they return the ball into the serving court without it being touched by the server (as long as the server touches it, it's good & no point is scored for the other team). Points are cumulative. After the point is won, the server goes to the end of the serving line (orange), grp 3 (green) takes receiving side, grp 2 (white) moves to the back of the court. The next person on the serving team (orange), underhand serves the ball. Continue in this manner until all serving team players served, then rotate teams/sides, so all teams will have the opportunity to serve. The team with the most points wins the game. Ask students if they have any questions. 	<ul style="list-style-type: none"> <u>Easier:</u> Use a beach ball, floater, etc. <u>Harder:</u> server must return the ball, using the bump/set, to the defensive side with play continuing until a point is won by either team. <u>Harder:</u> Perform overhand serve 	<ul style="list-style-type: none"> Weight back Ball in non-hit hand Hit arm back Toss ball in air Wt. shift to front ft Hit with fist
10 min	 <p>After serves, move onto court to return ball</p>	<p><u>Serve It Baseball Game:</u> (Modified from “Awesome elementary school physical education activities” 1983)</p> <ul style="list-style-type: none"> 3 courts are needed for this game. Divide students into 5 person teams, 1 team on each side of the court. Place 2 cones 3 yards apart @ 3 yards in front of the net. Place the other 2 cones @ 7+ yards apart from each other at the court back line. One team serves, the other team catches. Serving team is on the court w/cones. The serving team stands behind the service line. The first player on the serving team underhand serves the ball over the net & inside the court. Upon doing so, the server runs through the cones in front of the net, touches the net line, & runs between the 2 cones at the back line. The receiving team catches the ball. When caught, all the other receiving team players line up in a single file line, one behind the other, behind the person who caught the ball. 	<ul style="list-style-type: none"> <u>Extension:</u> Have serving team perform fitness activities when server is running 	<ul style="list-style-type: none"> Weight back Ball in hand Hit arm back Toss ball in air Wt. shift to front ft Hit with fist

(**CONTINUED**)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #7 (Page 4 of 4)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
		<ul style="list-style-type: none"> o The ball is passed overhead until it reaches the last player in the line. o The last player runs to front of the team's line with the ball. o If the last player gets to the front of the team's line before the server crosses the back line between the cones, the runner is out. If the server crosses the back line first, 1 point is scored. o A ball served illegally (into net or out of bounds) is a foul. o Three fouls & the Server is out. o After all players on the serving team has served, rotate sides of court. o The team with the most points wins. o Ask if the students have any questions. 	<ul style="list-style-type: none"> o Extension: Increase times server runs through cones (easier for receiving team/harder for serving team). o Receiving team passes ball between legs or some other way o Easier: Move cones closer together o Harder: move cones further apart & have server run around the cones o Receiving team performs 3 hits (catching the ball on the 3rd hit) 	
5-10 min	      T	<u>Closure and Assessment</u> <ul style="list-style-type: none"> o Tell the students sit in general space in front of teacher. o Distribute one "Personal and Social Responsibility Assessment Sheet" and a pencil to each student. o Review the handout with the students. o Students complete assessment for remainder of the period. o Let student know when they have 2 minutes left in the period to complete the assessment form. o Collect the assessments and pencils at the end of the period. o Ask if the students have any questions. 	<ul style="list-style-type: none"> o Perform assessment as a homework assignment if there is no time to complete it in class. 	

Lesson Reflection/Notes:

Performing the Fistball Overhand Serve (Harder Serve)

<https://www.youtube.com/watch?v=U8QqV9EWYsA&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=7>

Serve is important since it's the only time a team can score.



1. The serve is performed before the service line. The server stands behind the serving line facing the net in a forward stride with the body weight forward and knees slightly flexed. The forward foot is opposite the striking arm & faces toward where you want the ball to go. The non-striking hand holds the ball in front of the body approximately waist height. The ball is positioned in line with the path of the swinging arm & hand. The striking arm is held near the ball or down at the side of the body.

2. The ball is tossed with the non-serving hand, 1-2 meters high into the air and slightly in front of the player.



3. Strike the ball using the dominant hand in an overhead motion, moving the arm from forward to back (the back movement is the follow-through), twisting the body in the process. The ball is driven over the net with a closed fist as it moves forward.



4. The dominant leg is allowed to cross the service line as the other (non-dominant) foot must remain in contact with

5. The ball must cross the opponent's service line before it for it not to be a foul.



the serve is performed. However, the ground.

bounces after the serve in order

6. A foul is called (point goes to opponent), if: (1) the ball goes under or hits the net, (2) the non-dominant foot is lifted during the serve, (3) the ball bounces before the opponents service line, (4) the ball bounces out of bounds.

(CONTINUED)

Performing the Fistball Underhand Serve (Easier Serve)



1. The serve is performed before the service line. The server stands behind the serving line facing the net in a forward stride with the body weight forward and knees slightly flexed. The forward foot is opposite the striking arm & faces toward where you want the ball to go. The non-striking hand holds the ball in front of the body approximately waist height. The ball is positioned in line with the path of the swinging arm & hand. The striking arm is held near the ball or down at the side of the

body.

2. The ball is tossed with the non-serving hand, 1-2 meters high into the air and slightly in front of the player.
3. Strike ball moving striking arm backwards, past hip, keeping elbow straight & shift body weight onto back foot. At the top of the back-arm swing, toss the ball high straight up into the air in front of the body.
4. Force comes from rotating the hips counterclockwise (for right-handers).
5. When hips start to rotate, move striking arm downward & forward.
6. At the same time, shift the body weight forward as the leg/foot moves forward.
7. The striking hand is held in a closed fist.
8. Prior to ball contact, the knees extend and the non-striking arm swings laterally to the side waist height.
9. Make contact with the ball either under or behind it.
10. The follow through includes the continuation of the forward and upward swinging of the arm toward the target.
11. The dominant leg is allowed to cross the service line as the serve is performed. However, the other (non-dominant) foot must remain in contact with the ground.
12. The ball must cross the opponent's service line before it bounces after the serve in order for it not to be a foul.
13. A foul is called (point goes to opponent), if: (1) the ball goes under or hits the net, (2) the non-dominant foot is lifted during the serve, (3) the ball bounces before the opponents service line, (4) the ball bounces out of bounds.



Common Serving Errors:

1. Ball goes too far left/right is usually caused by diagonal arm swing. Keep shoulders facing net.
2. Not enough force/power is usually from improper stance & doesn't allow for hip rotation. Check hip/feet placement. Also make sure you shift from back to front foot &/or increase backswing.

PERSONAL AND SOCIAL RESPONSIBILITY ASSESSMENT SHEET

Name:

Class:

Date:

Directions: Answer the following 5 questions NEATLY and in full sentences (**include at least 3 sentences for each question**), regarding you & your teams performance during the 4 games played today: (1) Serving game (catch & serve ball over net), (2) Hoop-la (serving balls into hoops), (3) H.A.T. Trick (3 vs 1), & (4) Serve it baseball. Use the back of the paper if needed. You will be graded using the rubric below. You need a 60% to pass.

	<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%)

1. Explain 1 situation where patience was needed.
2. Pick one or more of the games & explain how you &/or your team behaved patiently throughout the activity (Different from the answer given in #1)?
3. Explain 1-way people can make themselves more patient.
4. Explain 1 thing that happens when people are not patient with one another, especially in a team/group situation?
5. Explain how showing patience and kindness can make a difference outside of class.

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=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&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=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=5>
Return (AKA Spike)(0:48):
<https://www.youtube.com/watch?v=tk9Ta8zUWj0&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=9>
Top Spin (0:34):
<https://www.youtube.com/watch?v=UjqalAog1kg&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=6>
Hook (0:54):
<https://www.youtube.com/watch?v=YDDy6Rx9sIs&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&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

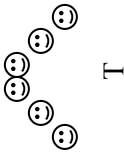
○ Please refer to “Teaching Tips.”

○ **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: Purpose:</u> (1) Start the game/point, (2) Distract opponent's offense; <u>Importance:</u> Only time team scores; <u>Types:</u> (1) Underhand, (2) Overhand, (3) Jump; <u>Rules:</u> (Lesson #1 handout); <u>Performance</u> (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		<u>Fistball Defense & Returns:</u> <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=sqk8sep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzK&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. 	Return: <ul style="list-style-type: none"> Bow & arrow (in handout) Extend arm Hit ball w/flat knuckles
5-10 min		<u>Review: Rules, Scoring, Officiating (Refereeing):</u> <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. 	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 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)	
24 min		<u>Round Robin Tournament Play:</u> <ul style="list-style-type: none"> Play 8 min games. Remaining games played next class. Record scores (wins/loss) on “Tournament Schedule”. 	Modification: Play only 2 rounds (more time to play). Add round 3 to next class schedule.	
5-10 min		<u>Closure and Assessment</u> <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

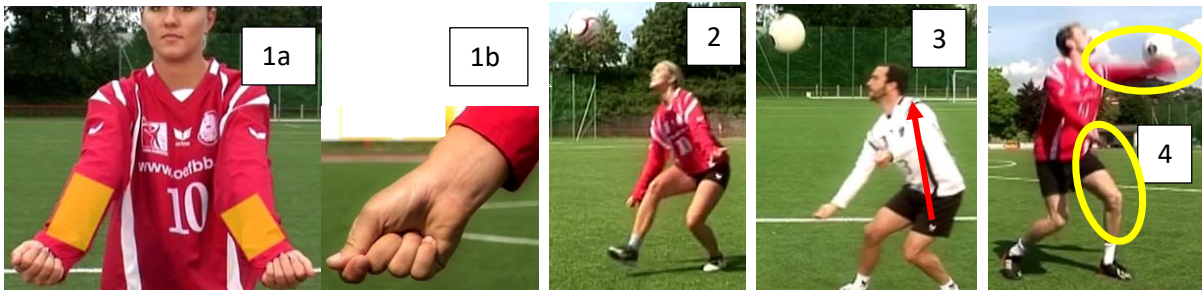
<https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbypa877GvRAQzKm&index=4>

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>	<u>Warm Up Activities</u>
1. Flexibility	1. Push Ups
2. Muscular Strength	2. Straddle stretches
3. Cardiovascular Endurance	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>
1. Flexibility 2. Muscular Strength 3. Cardiovascular Endurance	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

FISTBALL LESSON PLANS *LESSON #9*

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

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; (8) Defense and Return

Teach: Tournament play

Equipment Needs:

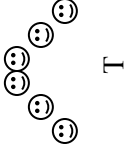
- 3 volley/Fistballs
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 1 copy “Value of physical activity,” per student
- 1 copy of “Fistball Defense and Returns,” for students absent for Lesson #8
- 3 copies of “Team Members” posted in gym/locker room so students know their team ahead of time
- 1 copy “Tournament Schedule” for the teacher (post on wall for students)
- 1 roll of painters tape (Put up tournament schedule; team members)

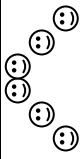
Equipment Needs (Optional):

- 1 clipboard per student (to write assessment data on)
- iPod/Music system/music (to be played in the background during the activity to motivate students)

Additional Information:

- Please refer to Lesson #8 “Additional Information” section regarding tournament play.
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students:
 - a. Perform “Assessment Sheet,” at home using word processing software.
- **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 #9 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5-10 min		<p><u>Lesson # 1-8 Review:</u></p> <ul style="list-style-type: none"> Students sit in semi-circle formation around the teacher. Give “Fistball Defense and Returns” handout (lesson #8) to absent students to put in portfolio. Review Lesson #1-8 information/skills: (1) students answer questions; (2) demonstrate skills correctly &/or with errors so students correct errors: <ul style="list-style-type: none"> <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). <u>Defense:</u> Purpose: Prevent opposing team scoring; When playing defense, are you responsible for a defensive area or one precise spot on the court? Defensive area; What does the defensive position look like: contact ball with forearm, thumb on outside of fist, use a low to high body movement, spring up straightening knees (moving from low to high level), Arm moves with the body, Ball is hit with same arm/same leg technique <u>Returns:</u> Is it an offensive or defensive strategy? Offense; List other offensive skills: Serve, set, pass; Purpose: Get ball over net that’s confusing to opponent & winning a point for your team; Types: direct, indirect; How: Team touches ball up to 3 times on own side during rally, with the third touch RETURNING the ball over the net (if the previous two touches did not do so); What does the defensive position look like: setter sets the ball near the net, Bow & Arrow arms, Non-dominant arm raised in front of body for COUNTER-BALANCE, dominant arm raised with elbow bent & forearm behind back with hand above ear, Knees are slightly bent, make a fist, dominant hand/arm extends overhead to touch ball, contact the ball between bottom & middle, using fist (giving it height) with non-dominant arm dropping to the side of the body, Direct ball with fist keeping knuckles flat; Why keep knuckles flat? A flat surface makes it easier to direct the ball. Uneven surface means little/no ball control Give back/review graded Lesson #8 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 	<p>Pass/Bump/Defense</p> <ul style="list-style-type: none"> Same arm/leg Contact (forearm, fist closed) Knees (bent) Legs (extend when contact ball) Arms (stay still) Call the ball <p>Serve:</p> <ul style="list-style-type: none"> Weight back Ball in non-hit hand Hit arm back Toss ball in air Wt. shift to front ft Hit with fist <p>Returns:</p> <ul style="list-style-type: none"> Bow & arrow Use flat knuckles

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #9 (Page 2 of 2)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
40 min		<u>Fistball Tournament</u> <ul style="list-style-type: none"> Students stay in teams created Lesson #8. Play @ 13 min games. After 13 minutes, signal students to stop. Use tournament schedule in “modifications” column. 	<u>6 Teams playing:</u> Round 3: 6 v 4, 2 v 3, 1 v 5 Round 4: 4 v 1, 5 v 3, 6 v 2 Round 5: 5 v 6, 1 v 3, 4 v 2 <u>4 Teams + Ref:</u> Round 4: 4 v 1 (2 refs), 5 v 3 (6 refs) Round 5: 5 v 6 (4 refs); 1 v 3 (2 refs) Round 6: 4 v 5 (1 refs); 6 v 2 (3 refs) <u>4 Teams + Ref (3rd day):</u> (Read “Additional Information” section for LESSON #8) Round 7: 2 v 5 (1 refs); 4 v 2 (3 refs) Round 8: 1 v 5 (2 refs); 3 v 4 (6 refs) Round 9: 1 v 2 (4 refs); 3 v 6 (5 refs)	<u>Pass/Bump/ Defense</u> <ul style="list-style-type: none"> Same arm/leg Contact (forearm, fist closed) Knees (bent) Legs (extend when contact ball) Arms (stay still) Call the ball <u>Serve:</u> <ul style="list-style-type: none"> Weight back Ball in non-hit hand Hit arm back Toss ball in air Wt. shift to front ft Hit with fist <u>Returns:</u> <ul style="list-style-type: none"> Bow & arrow Use flat knuckles
5-10 min	 T	<u>Closure and Assessment</u> <ul style="list-style-type: none"> Students sit in general space in front of teacher. Distribute/review “Value of physical activity” & a pencil w/students. Students complete assessment individually for rest of period. Give a 2 min warning to complete the assessment form. Collect assessments & pencils at end of period. Remind students of the skill test next class (& optional knowledge test). Ask if students if they have questions. 	<ul style="list-style-type: none"> Ask students if they have any questions. 	

Lesson Reflection/Notes:

Value of Physical Activity

Directions: Answer the following questions neatly and in full sentences (Use the back of the worksheet if you need more space. Remember to number answers if you do). You will be graded using the rubric below, & need a score of 70% or higher to pass.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Number of questions answered</u>	0-1	2	3	4
<u>Descriptions</u>	Poor descriptions	Good, over-all descriptions	Very good, descriptions	Extremely descriptive ideas
<u>Sentence structure</u>	Full sentences not used	Full sentences used some of the time	Full sentences used most of the time	Full sentences used all of the time
<u>Neatness</u>	Not legible	Neat	Very neat	Extremely neat
<u>Spelling/grammar</u>	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%)

1. Describe how you challenged yourself when playing in the Fistball tournament.
2. Explain the most challenging skill for you when playing Fistball. (Explain the hardest Fistball skill)
3. List & explain the Fistball skill you need to work on to get better at it.
4. List & explain what you would tell your friends about Fistball outside of school, supporting the game/creating interest so you and your friends can play Fistball at home.

FISTBALL LESSON PLANS *LESSON #10*

NPE Standard: 1: Competency in a variety of motor skills & movement patterns.

Equipment Needs:

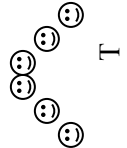
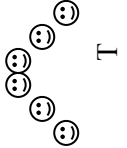
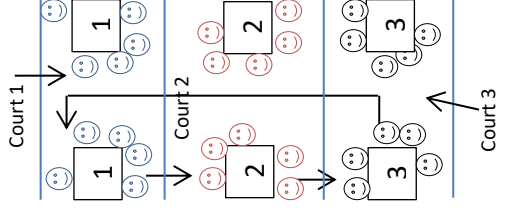
- 1 copy of “Skill Testing Assessment Sheet” per student
- Each student’s Pre test scores from Lesson #1
- 1 copy of “Fistball Skill Test Teacher’s Set Up And Grading Procedures” for the teacher From Lesson #1
- 2 copies of the set of 3 “Skill Testing Station Cards” From Lesson #1
- Total of 34 point number/score cards From Lesson #1 (Taping point numbers on the cones helps give them a high visual target to aim at in order to get the most points as well as provides them with immediate performance feedback). Needed are: #1 = 6 cards; #2 = 4 cards; #3 = 12 cards; #4 = 8 cards; #5 = 4 cards (Numbers and placement diagram are on pages 18-25)
- 1 pencil per student
- 100’ Tape measure
- 16 or more volleyballs/Fistballs (2 at each station)
- 15 X 2 polypots (Each station has 5 positions. Polypots help students know where to stand)
- 3 volleyball/fistball courts
- 3 volleyball/Fistball nets
- 12 standards (poles)
- 6 Plastic hoops (to coral volleyballs)
- 1 roll of Painters tape (to tape the station cards, and make point lines/targets on the floor)
- 2 X 66’ ropes (for Station 2)
- 2 X 10’ ropes (for Station 3)
- 34 small Cones







Equipment Needs (Optional):

- 1 clipboard per student (to write assessment data on)
- 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. Take a written test on line.
 - b. Complete the “Skill Testing Assessment Sheet,” at home, so they can use a word processor & a spreadsheet to create a data results table.
- **LITERACY INTEGRATION:**
 - a. Students reading “Skill testing assessment sheet.”
 - b. Taking a written test on Fistball knowledge (Teacher creates based on the information provided throughout the curriculum).
- **MATH INTEGRATION:**
 - a. Performing math functions by calculating the difference between pre-test and post-test scores.
 - b. Telling students to answer the question on drawing a data chart with scores from pre & posttest.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #10 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5-10 min		<u>Recreational Fisball History, Rules and Information</u> <ul style="list-style-type: none"> Students sit in semi-circle around teacher. Give back/review graded Lesson #9 assessment home or place in portfolio. Review student's Lesson #1 pre-test scores. Ask students if they have any questions. 	<ul style="list-style-type: none"> Have students read the Lesson 9 assessment answers in class (LITERACY). Place assessment to the side to be picked up at the end of class or placed in portfolio. 	
5-10 min		<u>Review Task Cards/Skill Test Stations:</u> <ul style="list-style-type: none"> Students sit in semi-circle around teacher. Read/discuss/review "Skill Testing Assessment Sheet". Remind/Show/Demonstrate every station/skill tested & how to record scores. There are 3 stations. To maximize participation, there are 2 stations for each skill test. Station 1: Serve; Station 2: Direct blow (bump); Station 3: Set (Indirect) Place students into teams of 5 students. Ask students if they have any questions. 	<p>Modification: For younger students, perform 1 station 1 day, & other 2 stations next day.</p>	
40 min		<u>Perform Skill Test Stations:</u> <ul style="list-style-type: none"> The class organization picture depicts the station task card/skill test set up. There are 3 courts set up. There are 3 stations on each side of the gym (one for each side of the court). 1 group of 5 students at each station. On the teachers signal to start, each group will perform the station skill task, reading from the task card & the "Skill Testing Assessment Sheet." Students have @ 12 minutes to finish each station before rotating (student given 30 sec to rotate & 2 min to read task card/familiarize w/station) to next station (rotation shown in the organizational picture). Station 1 on left side stays on left side & moves to 2, 2 moves to 3, 3 moves to 1. Same for students on the right side, staying to right side. While students are skill testing, the teacher completes the "Skill Test Rubric" on students. Ask students if they have any questions. 	<ul style="list-style-type: none"> Play music during the test. 	<ul style="list-style-type: none"> Score accurately (don't inflate/ Deflate scores). I'm watching & evaluating you (using "Skill Test Rubric"). I'll check accuracy between your score & mine. If inaccurate, you receive a zero & will retake the test.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #10 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/Extensions</u>	<u>Cues</u>
5 min	<div>    </div> <div>    </div> <div>T</div>	<u>Closure and Assessment</u> <ul style="list-style-type: none"> ○ Tell the students sit scattered in general space close to the teacher (or semi-circle/“U” formation). ○ Review handout “Skill Testing Assessment Sheet” with students (how did they do this time compared to their pre-test scores) ○ Collect “Skill Testing Assessment Sheet” making sure students have names at the top of the sheet. ○ Collect pencils (and clipboards if they were used). ○ Ask if the students have any questions. 	<u>Extension:</u> <ul style="list-style-type: none"> ○ Perform additional math functions for older students: Find Mean, median, mode; standard deviation, etc. 	

Lesson Reflection/Notes:

SKILL TESTING ASSESSMENT SHEET **POST TEST**

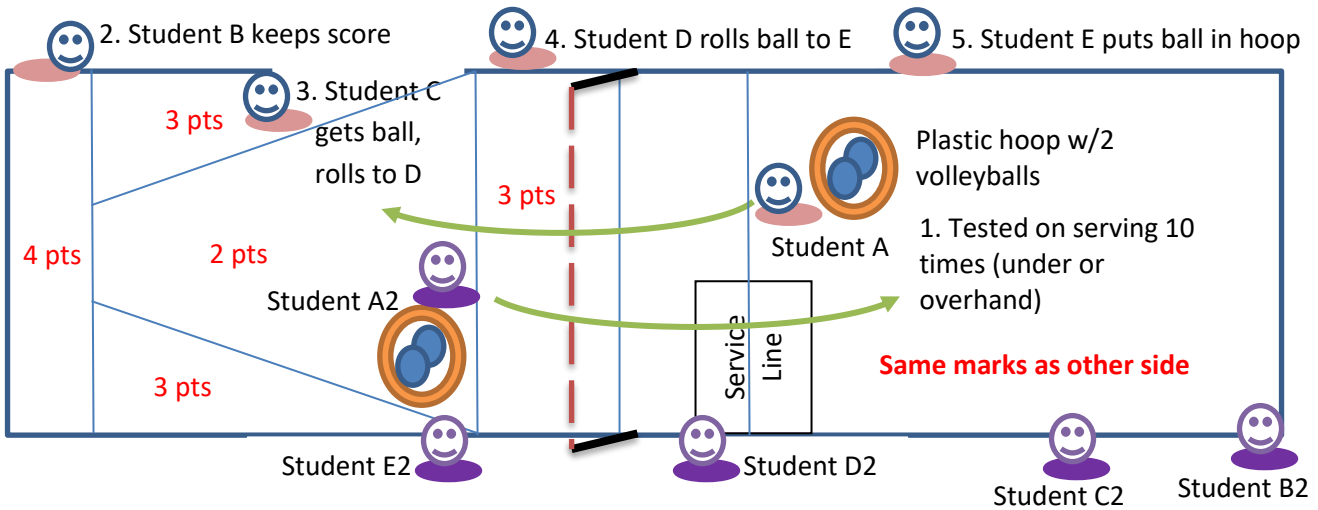
Student Name: _____ Date: _____ Class: _____

To the students: Follow directions on this assessment sheet & station card. Remember to answer the questions on page 4. Ask the teacher questions.

STATION 1: SERVE (Under/overhand)

Student A (Being tested) stands behind serving line & serves 10 times using the correct Fistball overhand or underhand serving technique (Throw ball up in air, contact ball with fist, keep one foot behind serving line). [Student A2 demonstrates the position where the other group stands].

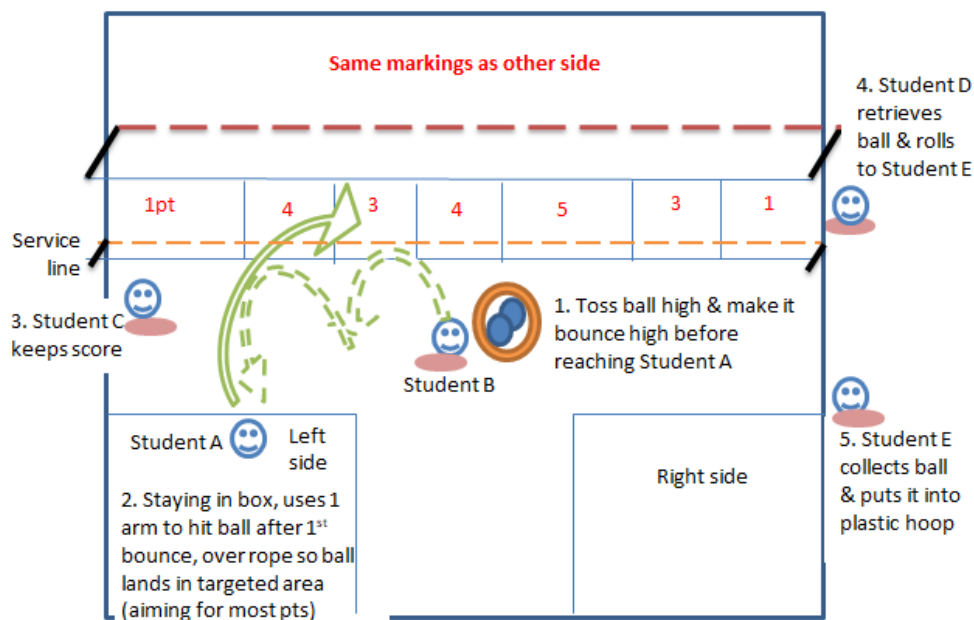
1. A ball contacting/going under/does not reach the net or lands out of bounds, is scored zero.
2. A ball landing on a line scores the higher value.
3. After Student A serves, Student B keeps score, Student C gets the ball and rolls it to Student D, who rolls the ball to Student E. Student E places the ball back in the plastic hoop.
4. Student A continues to serve until all 10 trials are completed.
5. Rotate clockwise (like the collection of the ball) where Student A goes to Student B's spot, Student B goes to Student C's spot, Student C goes to Student D's spot, Student D goes to Student E's spot, Student E goes to Student A's spot (serving).



<u>Trial</u>	<u>Points</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
TOTAL POINTS	

STATION 2: DIRECT BLOW [Ball does NOT bounce]

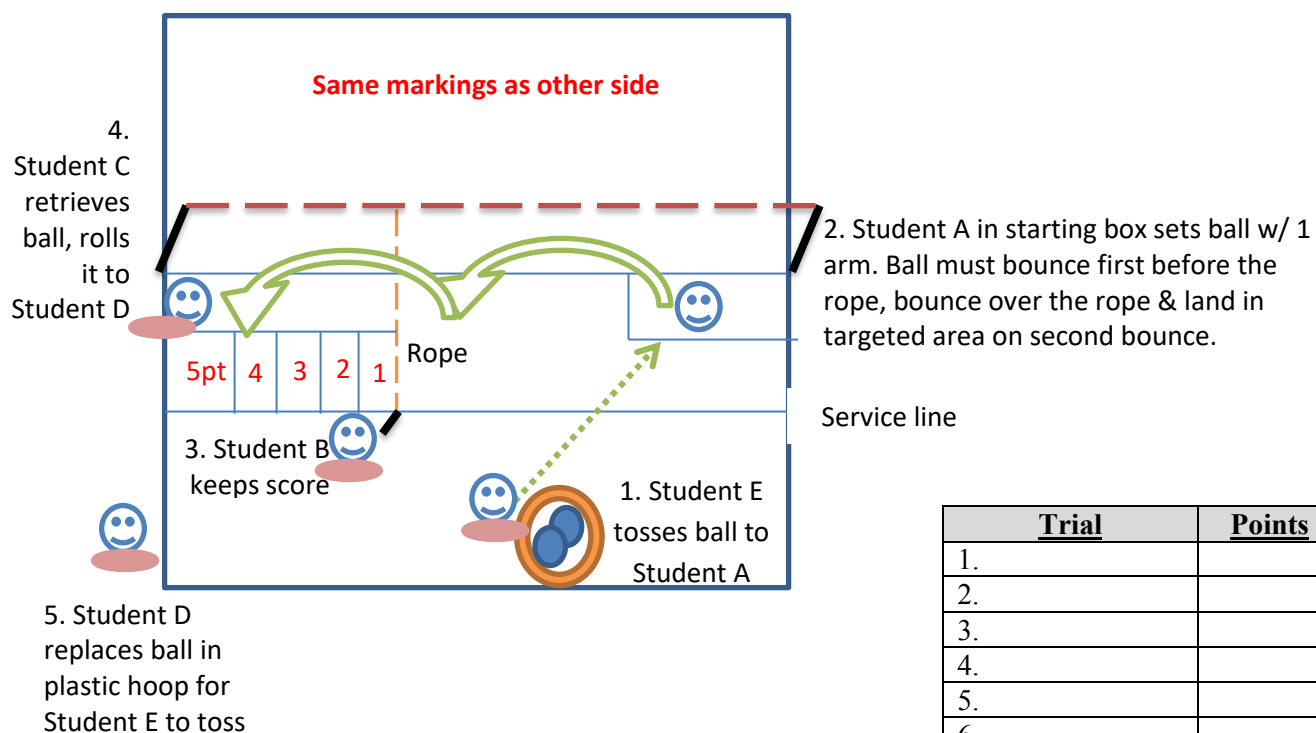
1. Student A (Being tested) stands in one of the 2 passing positions (Left or Right [refer to diagram]).
2. Student B stands on the polyspot & uses both hands to toss the ball high to Student A (who is standing in one of the 2 passing positions).
3. The ball should bounce once before reaching Student A.
4. Student A performs the bump skill.
5. Student C stands by the rope/target area watching where the ball lands/keeps score.
6. Student D retrieves hit ball and rolls it to Student E.
7. Student E replaces ball in plastic hoop for Student B to toss.
8. Poor tosses are repeated and do not count toward the score.
 - a. Zero points are given for:
 - i. Illegal hits (2 arms, hit other than with fist),
 - ii. Balls that go under/contact the rope,
 - iii. Cross the rope but land anywhere other than the targeted area.
9. Balls landing on the line earn the higher value.
10. 10 trials are given:
 - a. 5 from the right
 - b. 5 from the left
11. Rotate clockwise where Student A goes to Student B's spot, Student B goes to Student C, Student C goes to Student D, Student D goes to Student E, Student E goes to Student's A's spot (blow).



Trial	Points
<u>RIGHT SIDE BOX SERVES</u>	
1.	
2.	
3.	
4.	
5.	
<u>LEFT SIDE BOX SERVES</u>	
6.	
7.	
8.	
9.	
10.	
<u>TOTAL POINTS</u>	

STATION 3: SET (INDIRECT [Ball bounces])

1. Student "A" (being tested) waits in the box (refer to diagram) for the tosser (Student "E") to perform 10 underhand direct (A ball that does NOT bounce) tosses (1 at a time) from the diagram position.
2. After receiving a tossed ball from Student "E", Student "A" SETS the ball INDIRECTLY.
3. Poor tosses may be repeated.
4. A score of "0" is recorded for:
 - a. Illegal contact (Using any other part of the arm other than the forearm [or other body part]).
 - b. Double contacts (using both arms).
 - c. Balls not bouncing before going over the rope.
 - d. Balls going under or contacting the rope.
 - e. Balls going over the net (& into other group's playing area), or landing anywhere other than the targeted area.
5. Student "B" stands where the rope & service line intersect making sure the ball goes over the rope & watches & scores where the ball landed in the table below.
6. Student "C" retrieves the ball and rolls it to student "D".
7. Student "D" replaces ball in plastic hoop for Student E to toss.
8. Rotation is counter-clockwise with: Student A moves to Student B's position; Student B moves to Student C's position, Student C moves to Student D's position; Student D moves to Student E's position & Student E moves to Student A's position.



<u>Trial</u>	<u>Points</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
TOTAL POINTS	

	<u>Pre-Test Scores</u>	<u>Post-Test scores</u>	<u>Difference (+ or -)</u>
<u>Serve</u>			
<u>Bump</u>			
<u>Set</u>			

Answer the following questions based on the above data:

1. Which skill did you improve on the most?
2. Which skill still needs to be practiced?
3. Draw a graph of the results.