



# Health and Physical Education: Physical Education

Teaching, learning and assessment exemplar

Year 10

Volleyball



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This Teaching and Learning Exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Health and Physical Education curriculum

The mandated curriculum is presented in the year level curriculum documents.

The Health and Physical Education curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Physical Education exemplar for Year 10 articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents a sequence of teaching and learning, including suggested assessment points, for 10 lessons, with a time allocation one hour per week.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Physical Education exemplar has been informed by these same propositions:

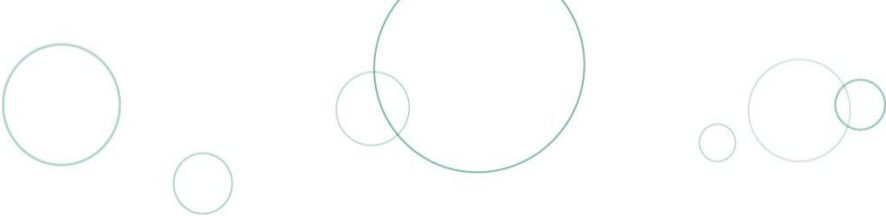
- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

## **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Volleyball skills and strategies**

This teaching, learning and assessment exemplar aims to develop the student's understanding and application of the fundamental skills of volleyball in a modified game setting. Students will experience a range of volleyball-related skills in a variety of competitive and non-competitive environments, with opportunities to refine and apply skills at a game-like intensity.

Students are provided with opportunities to explore volleyball-related skills and demonstrate their application of these actions/skills. In addition to explicit teaching, students will develop their understanding and application of each skill through a variety of learning experiences. Students will demonstrate their progression through the lesson sequence, developing proficiency, skill selection and application, spatial awareness and tactical application in modified game situations.

If the suggested learning experiences and relevant syllabus content for this lesson sequence have been followed, students will be well positioned to address the requirements of the assessment task to the best of their ability.



## Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 10, students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships.

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills, such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.



## **Achievement standard**

By the end of the year:

### **Health Education**

Students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing. They analyse images and media messages about health, and examine choices that support the development of respectful relationships. Students evaluate the impact of strategies to promote respectful relationships.

### **Physical Education**

Students select, use and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context, based on the outcome of previous performances. They apply appropriate technique while performing skills that increase in complexity. Students describe ways to measure perceived exertion in response to physical activity. Students demonstrate ethical behaviour, fair play and teamwork in various contexts and apply skills and strategies to improve team performance toward inclusive, lifelong participation.



The background features several overlapping circles of varying sizes and shades of green. A solid dark green horizontal bar is positioned in the lower-left quadrant. The text 'Lessons 1-10' is centered within this bar, underlined.

## Lessons 1–10



## Lessons 1–2: A recap about relationships

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The Western Australian Curriculum content addressed in these lessons is below.

### **Movement skills**

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances
- Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments

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### **Learning intentions**

- Demonstrate proficiency of the forearm pass
- Describe the sport of volleyball

### **Focus questions**

- What skills are required to play volleyball?
- What are the key teaching points to execute the forearm pass (preparation, execution, completion)?
- How does movement before the ball is passed affect the outcome?
- How can you improve forearm pass execution, reflecting on a specific instance where the outcome wasn't desirable?
- What natural environments can volleyball be played in to enhance fitness and wellbeing?

### **Support notes**

#### **Formative assessment strategies:**

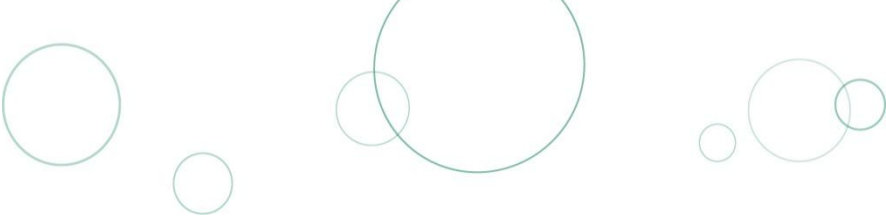
- group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations).

### **Teaching and learning experiences**

#### **Warm-up**

Focus: describe skills that are required to play volleyball.

- Introduce the 'Dynamic warm-up' activity (Appendix A.2).
- Brainstorm with students the skills and attributes of the sport of volleyball. Use this information to gauge the current level of understanding and experience of the class. (Examples include three touches, volleying, pass/set/spike sequence, serve receive, digging, blocking, diving, beach, indoor, indoor beach, snow, sitting).
- Discuss volleyball as a lifelong physical activity and ways to engage in the sport outside school.



### **Activity 1 – forearm passing progression**

Focus: demonstrate proficiency in performing the forearm pass.

- Describe and demonstrate the key teaching points for a forearm pass: free ball (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Peer feedback to improve pair performance.
- Provide feedback and check for understanding.

### **Activity 2 – 6-ball wash drill**

Focus: demonstrate proficiency of the forearm pass in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



## Lesson 2: Front set

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The Western Australian Curriculum content addressed in these lessons is below.

### **Movement skills**

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

### **Interpersonal skills**

- Skills and strategies to improve team or group performance
- 

### **Learning intentions**

- Demonstrate proficiency of the front set
- Demonstrate movement to keep the ball in the midline of the body

### **Focus questions**

- What are the key teaching points to execute the front set (preparation, execution, completion)?
- How does keeping the ball in the midline of the body affect the outcome?
- How can you improve front set execution, reflecting on a specific instance where the outcome wasn't desirable?
- What are interpersonal skills and/or strategies that can be used to improve your partner's performance in setting drills?

### **Support notes**

#### **Formative assessment strategies:**

- group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations).

### **Teaching and learning experiences**

#### **Warm-up**

Focus: revise fundamental skills of volleyball.

- Complete the 'Dynamic warm-up' activity (Appendix A.2).
- Revise key teaching points of the forearm pass, fundamental skills of volleyball, lifelong physical activity options (Appendix A.1).
- Complete forearm passing progression (Appendix A.2).

#### **Activity 1 – setting progression**

Focus: demonstrate and explain the key teaching points of the front set.

- Describe and demonstrate the key teaching points for the front set (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Introduce keeping the ball in the midline of the body.
- Provide feedback and check for understanding; including opportunities for peer feedback.



### **Activity 2 – 6-ball wash drill**

Focus: demonstrate proficiency of the front set in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Consider modifying scoring opportunities for the game focused on the learning intentions.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



## Lesson 4: Forearm pass: angled target

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The Western Australian Curriculum content addressed in these lessons is below.

### Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
  - The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
  - Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances
- 

### Learning intentions

- Demonstrate the use of the forearm pass at an angled target

### Focus questions

- What are the key teaching points to execute a forearm pass at an angled target (preparation, execution, completion)?
- How does changing the angle of the passing platform affect the outcome of a forearm pass?
- How can you improve passing execution to an angled target, reflecting on a specific instance where the outcome wasn't desirable?

### Support notes

#### Formative assessment strategies:

- group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations, self-assessment).

### Focus questions

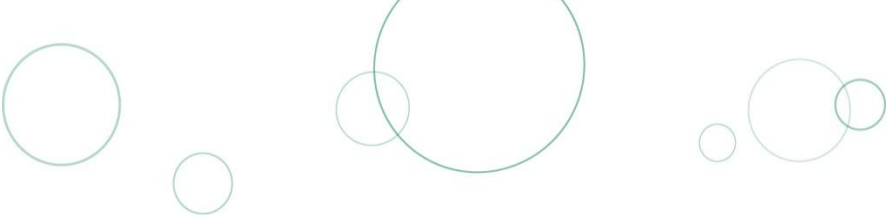
- What is an emotional response?
- What factors could trigger a strong emotional response?
- What impact could strong emotional responses have on a relationship?
- What could be the short-term impact on individuals of strong emotions in relationships?
- What could be the long-term impact on individuals of strong emotions in a relationship?
- What is conflict?
- What are the characteristics of healthy conflict?
- What are the characteristics of a harmful conflict?
- What are the key components for successful conflict resolution?

### Teaching and learning experiences

#### Warm-up

Focus: revise fundamental skills of volleyball.

- Complete the 'Dynamic warm-up' activity (Appendix A.2).
- Revise key teaching points of the overhead float serve (Appendix A.1).

- 
- Complete activities from the forearm passing progression and setting progression (Appendix A.2).
  - Complete the 'Arm warm-up' activity, including 'Partner Serving' (Appendix A.2).

### **Activity 1 – forearm passing progression – Triangle passing**

Focus: demonstrate and explain the key teaching points of the forearm pass at an angled target.

- Describe and demonstrate the key teaching points for the forearm pass at an angled target (Appendix A.1).
- Drill-based practice for students of the 'Triangle passing' activity in the progression (Appendix A.2).
- Provide feedback and check for understanding, including peer feedback opportunities.

### **Activity 2 – butterfly**

Focus: demonstrate proficiency of the forearm pass at an angled target in a modified game.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

### **Activity 3 – 6-ball wash drill**

Focus: demonstrate proficiency of the forearm pass at an angled target in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Consider modifying scoring opportunities for the game focused on the learning intentions.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



## Lesson 5: Court positioning and defence

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The Western Australian Curriculum content addressed in these lessons is below.

### Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

### Interpersonal skills

- Skills and strategies to improve team or group performance
- 

### Learning intentions

- Demonstrate proper court positioning on serve and serve receive
- Demonstrate proper defensive court positioning in base defence, free ball and down ball

### Focus questions

- What is proper court positioning for base defence, serve, serve receive, free ball defence and down ball defence?
- What changing conditions lead to a team using free ball or down ball footwork?
- How do changes to player court positioning affect team strategies and tactics?
- How do changes to player court positioning on serve receive impact the quality of the forearm pass?

### Support notes

#### Formative assessment strategies:

- group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations, self-assessment).

### Teaching and learning experiences

#### Warm-up

Focus: revise fundamental skills of volleyball.

- Complete the 'Dynamic warm-up' activity (Appendix A.2).
- Complete activities from the forearm passing progression and setting progression (Appendix A.2).
- Complete the 'Arm warm-up' activity, including 'Partner Serving' (Appendix A.2).

#### Activity 1 – court positioning shadow footwork

Focus: demonstrate and explain court positioning for: serve, serve receive, base defence, free ball, down ball.

- Define and explain with visual cues: serve, serve receive, base defence, free ball, down ball (Appendix A.1).
- Drill-based practice for students (Appendix A.2).



- Provide feedback and check for understanding.

### **Activity 2 – one-sided 3-ball wash drill**

Focus: demonstrate knowledge and application of proper court positioning in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

### **Activity 3 – 6-ball wash drill**

Focus: demonstrate knowledge and application of proper court positioning in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Consider modifying scoring opportunities for the game focused on the learning intentions.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



## Lesson 6: Serve receive and court positioning

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The Western Australian Curriculum content addressed in these lessons is below.

### Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

### Interpersonal skills

- Management of levels of participation and rules during physical activities
- 

### Learning intentions

- Demonstrate proficiency of the forearm pass: serve reception
- Demonstrate proper court positioning to receive a free ball and down ball during modified gameplay

### Focus questions

- What are the key teaching points to execute a forearm pass: serve reception (preparation, execution, completion)?
- How does a rule modification in gameplay affect a team's ability to succeed?
- What does full participation look like for each member of the receiving team during and immediately after a serve?
- How does changing the toss, contact point, or tension in the serving hand during the serve affect the outcome?
- How can you improve accuracy for the forearm pass: serve reception, reflecting on a specific instance where the outcome wasn't desirable?

### Support notes

#### Formative assessment strategies:

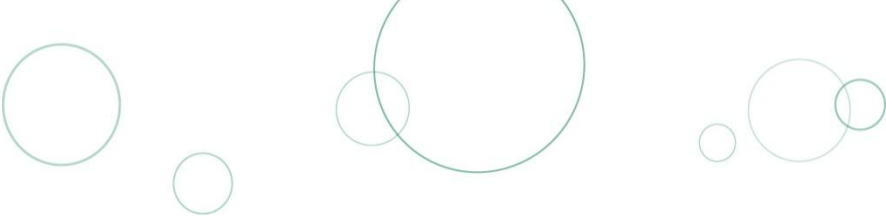
- group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations).

### Teaching and learning experiences

#### Warm-up

Focus: revise fundamental skills of volleyball.

- Complete the 'Dynamic warm-up' activity (Appendix A.2).
- Complete activities from the forearm passing progression and setting progression (Appendix A.2).
- Complete the 'Arm warm-up' activity, including 'Partner Serving' (Appendix A.2).
- Revise court positioning: serve, serve receive, base defence, free ball defence, down ball defence.



### **Activity 1 – butterfly**

Focus: demonstrate proficiency of the forearm pass: serve reception.

- Describe and demonstrate the key teaching points for the forearm pass: serve reception (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

### **Activity 2 – serve and pass**

Focus: demonstrate proficiency of the forearm pass: serve reception in a modified game.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

### **Activity 3 – 6-ball wash drill**

Focus: demonstrate knowledge and application of proper court positioning in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Consider modifying scoring opportunities for the game focused on the learning intentions.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



## Lesson 7: Spike

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Western Australian Curriculum content addressed in this lesson is below.

### **Movement skills**

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

### **Interpersonal skills**

- Skills and strategies to improve team or group performance
  - Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities
  - Management of levels of participation and rules during physical activities
- 

### **Learning intentions**

- Demonstrate proficiency of the spike
- Complete summative assessment – Interpersonal skills

### **Focus questions**

- What are the key teaching points to execute a spike (preparation, execution, completion)?
- What is your judgement of measuring your own level of personal growth throughout the lesson sequence in three areas: Skills and strategies to improve team or group performance, application of fair play and ethical behaviour, and management of levels of participation and rules?

### **Support notes**

#### **Formative assessment strategies:**

- group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations).

#### **Complete summative assessment:**

Appendix B

Part A: Student checklist – Self-reflection

### **Teaching and learning experiences**

#### **Warm-up**

Focus: revise fundamental skills of volleyball.

- Complete the 'Dynamic warm-up' activity (Appendix A.2).
- Complete the 'Arm warm-up' activity, including 'Partner Serving' (Appendix A.2).
- Complete activities from 'Pepper progression' (Appendix A.2).
- Revise court positioning: serve, serve receive, base defence, free ball defence, down ball defence



### **Activity 1 – spike progression**

Focus: demonstrate proficiency of the spike.

- Describe and demonstrate the key teaching points for the spike (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

### **Activity 2 – 4v4 full court gameplay**

Focus: demonstrate interpersonal skills in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Consider modifying scoring opportunities for the game focused on the learning intentions.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.
- Students complete summative assessment – Interpersonal skills Part A.



## Lesson 8: Pass to attack

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Western Australian Curriculum content addressed in this lesson is below.

### Understanding movement

- Measurement of the body's response to physical activity:
  - perceived exertion rating
- Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing

### Interpersonal skills

- Skills and strategies to improve team or group performance
  - Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities
  - Management of levels of participation and rules during physical activities
- 

### Learning intentions

- Demonstrate proficiency of the pass to attack
- Describe how to measure the body's response to physical activity
- Create a personalised plan for improving physical activity levels for spiking, improving health, fitness and wellbeing

### Focus questions

- How can a player effectively complete a pass to attack during drill and modified gameplay?
- How can you measure the body's response to physical activity?
- What are the differences of a player's exertion level in the toss, pass, catch drill versus hitting lines?
- How can a player improve their physical activity level for spiking, to improve health, fitness and wellbeing over a two-month period?

### Support notes

#### Formative assessment strategies:

- Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations).

#### Complete summative assessment:

Appendix B

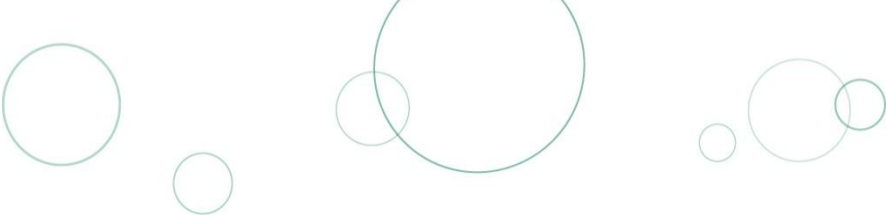
Part B: Summative assessment checklist – Teacher assessment

### Teaching and learning experiences

#### Warm-up

Focus: revise fundamental skills of volleyball.

- Complete the 'Dynamic warm-up' activity (Appendix A.2).
- Complete the 'Arm warm-up' activity, including 'Partner Serving' (Appendix A.2).
- Complete activities from 'Pepper progression' (Appendix A.2).

- 
- Complete activities from 'Spike progression' (Appendix A.2).
  - Revise key teaching points of the spike (Appendix A.1).
  - Discussion of player exertion level differences (toss, pass, catch drill and hitting lines).

### **Activity 1 – butterfly**

Focus: demonstrate proficiency in passing to attacking a volleyball; planning for improving fitness levels for spiking.

- Drill-based practice for students; including pass to attack differentiation (Appendix A.2).
- Provide feedback and check for understanding.
- Discussion of creating a personalised plan to improve physical activity levels for spiking over a two-month period.

### **Activity 2 – 4v4 full court gameplay**

Focus: demonstrate interpersonal skills in modified gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Consider modifying scoring opportunities for the game focused on the learning intentions.

### **Concluding activity**

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



## Lessons 9–10: Offensive and defensive strategies and tactics

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Western Australian Curriculum content addressed in these lessons is below.

### Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting increased complexity and transference of skills to other activities
- The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

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### Learning intentions

- Perform in a 6v6 full-court game, demonstrating:
  - proficiency of movement skills and sequences
  - evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances
  - ability to demonstrate the impact of changes to effort, space or time on skills, strategies and tactic.

### Teaching and learning experiences

#### Introduction

Focus: understand the assessment process.

- Explain to the students that over the next two lessons they will be participating in a 6v6 volleyball games to finalise their assessment mark in volleyball.
- Go through the aim of the assessment with the students, outlining how the assessment will run and the criteria they will be marked on (Appendix C).

#### Activity 1 – team allocation and warm-up

Focus: review skills and prepare for gameplay in teams.

- Allocate students into teams of six to participate in this task. Students can be allocated according to ability within the class, or teams can represent a mixture of abilities. Each team will be responsible for carrying out their warm-up tasks in preparation for the assessment to follow.
- Teams nominate a team captain.
- The team captain takes the team through a full warm-up to raise the heart rate, including dynamic stretches, arm warm-up activities and drills to practice skills such as passing, setting, serving and spiking.
- Allocate each team their first game.

#### Activity 2 – summative assessment

- Conduct summative assessment (Appendix C).

#### Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to focus questions.

Note: teachers can determine whether to differentiate to 4v4 games to complete the program in the final lesson.



# Appendix A

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## Resources


## Appendix A.1 | Resources

Resources used within this teaching and learning sequence are listed in the following table.

Lesson/Resource	Link/information
Further volleyball-specific skills and drills	<p>For technical information on the performance of individual and/or game skills, reference should be made to the resources provided by the National/State organisations. This is available from <a href="#">Resources – Volleyball Australia</a></p> <p>FIVB – Coaches Manual Level II  <a href="#">2016 FIVB DEV Coaches Manual Level II.pdf (vq.org.au)</a></p> <ul style="list-style-type: none"> <li>Downloaded from: USA Volleyball – Volleyball-Specific Skills  <a href="https://usavolleyball.org/resources-for-athletes/volleyball-specific-skills/">https://usavolleyball.org/resources-for-athletes/volleyball-specific-skills/</a></li> </ul> <p>The Art of Coaching Volleyball – Volleyball Skill Training  <a href="https://www.theartofcoachingvolleyball.com/category/skill-overview/">https://www.theartofcoachingvolleyball.com/category/skill-overview/</a></p> <p>The Art of Coaching Volleyball – Volleyball Drills  <a href="https://www.theartofcoachingvolleyball.com/category/drill/">https://www.theartofcoachingvolleyball.com/category/drill/</a></p> <p>The Art of Coaching Volleyball – Volleyball Coaching Strategies  <a href="https://www.theartofcoachingvolleyball.com/category/coaching-volleyball/">https://www.theartofcoachingvolleyball.com/category/coaching-volleyball/</a></p> <p>Best Volleyball Drills – The Ultimate Volleyball Drill Library  <a href="https://bestvolleyballdrills.com/">https://bestvolleyballdrills.com/</a></p> <p>Volleyball Australia – <i>Modified Games &amp; Resources</i>  <a href="https://volleyball.org.au/get-involved/have-a-go/modified-games-resources/">https://volleyball.org.au/get-involved/have-a-go/modified-games-resources/</a></p>
Lesson 1	<p>Runner’s World – <i>The inchworm: the exercise you need to add to your strength and warm-up routines</i>  <a href="https://www.runnersworld.com/uk/training/cross-training/a42407694/inchworm/">https://www.runnersworld.com/uk/training/cross-training/a42407694/inchworm/</a></p> <p>Twin Cities Orthopedics – <i>Dynamic Warmup Exercises   How to do Inch Worm</i>  <a href="https://www.youtube.com/watch?v=Z19gpqxQBwo">https://www.youtube.com/watch?v=Z19gpqxQBwo</a></p>

## Appendix A.2 | Drill and game details and information for teachers

### Diagram key

Symbol								
Description	Players Team 1	Players Team 2	Players Team 3	Players Team 4	Marker	Object	Player movement	Object movement

### Lesson 1

#### Warm-up activity – dynamic warm-up

Students jog two laps around the gymnasium and then perform the following, from the volleyball end-line to the net OR from volleyball sideline to sideline.

- Forward lunges to and from the net with a twist of the torso toward the front leg at the bottom of the lunge.
- Side lunges to and from the net.
- Inchworms to the net:
  - standing straight, bend at the waist and touch the floor. Differentiation – slight bend in the knees
  - flex the core and walk the hands out until students are in a push-up position on hands and toes; hands under the shoulders. Body should be straight with no sagging in the hips
  - take small steps to walk the legs toward the hands until returning to the bent-over position.
- High knee run to the end line.
- Backwards high knee run to the net.
- Butt kicks to the end line.
- Backwards butt kicks to the net.
- Students stabilise their balance using the wall, a volleyball pole, or partner and swing legs up to waist height; front, back, left, right; 10 times each for 40 total leg swings.
- 10 deep squats.

#### Activity 1 – forearm passing progression


Instruct students how to put hands and arms together to pass. Students get a partner and a ball and complete the following.

Toss, pass, catch

- One partner is the feeder, and the other is the passer. Feeder performs a two-hand underhand toss to the passer. Passer conducts a forearm pass back to the feeder. Feeder catches the ball. Repeat 10x.

Toss, pass, catch - midline

- Feeder performs a two-hand underhand toss of the ball outside of the partner's midline (to the left or right). Passer shuffles to move their body behind the ball with the ball centred in the middle of the body. Passer conducts a forearm pass back to the feeder. Passer shuffles to return to centre. Repeat 5x per side, 10x total.



Toss, pass, catch – touch line FBLR

- Feeder performs a two-hand underhand toss to the passer. Passer performs a forearm pass to the feeder, who catches the ball. Passer shuffles forward (F) 2–3 steps, touches the ground with one hand, shuffles backwards 2–3 steps to return to their starting location and moves into a stabilised passing position before the feeder tosses another ball. Passer repeats sequence shuffling backwards (B), to the left (L) and to the right (R).

Toss, pass, catch – FBLR midline

- Feeder performs a two-hand underhand toss in front of the passer. Passer shuffles forward (F) 2–3 steps. Passer performs a forearm pass to the feeder, who catches the ball. Passer shuffles backwards 2–3 steps to return to their starting location and moves into a stabilised passing position before the feeder tosses another ball. Feeder repeats sequence tossing backwards (B) to the left (L) and to the right (R) of the passer. Passer shuffles to move their body behind the ball with the ball centred in the middle of the body prior to passing the ball back to the feeder.

Pass back and forth

- Player 1 performs a two-hand underhand toss to Player 2. Player 1 performs a forearm pass to Player 2. Player 2 performs a forearm pass to Player 1. Repeat sequence until the ball hits the ground.

### **Activity 2 – 6-ball wash drill**

- Students get into teams of 4; 2 teams per net. Students stand in positions 1, 6, 5 and halfway between positions 2 and 3 (2.5).
- Ball #1 – initiated as a serve over the net from the student in position 1 on Team 1, behind the end line.
- Students try to complete three contacts (second contact by the student in position 2) and play the ball over the net. Both teams continue gameplay until the ball hits the ground.
- Ball #2 – the receiving team during Ball #1 receives a feed from over the net to the student in position 6. Continue gameplay until the ball hits the ground.
- Ball #3 - the receiving team during Ball #1 receives a feed from over the net to the student in position 5. Continue gameplay until the ball hits the ground.
- Repeat sequence for the opposing team, starting with the student in position 1 of Team 2 serving to Team 1.
- Once six balls total have been initiated by feed/serve to both teams, students on both teams rotate one position.
- Scoring – the team that wins 4/6, 5/6 or 6/6 points during a 6-ball sequence earns a point. If both teams win 3/6 points, the score is a ‘wash’ and neither team earn a point.
- Differentiation – students serve from position 1 in front of the end line, students responsible for feed over the net to positions 5 and 6, add a fifth player to position 4, set up an antenna in the middle of the net to create two ‘skinny’ courts for gameplay, teams earn an extra point for an accurate first contact pass to the student in position 2.



## Lesson 2

### Warm-up – forearm passing progression

Additional forearm passing progression activities for differentiation.

Pass to self, pass to partner

- Player 1 performs a two-hand underhand toss to Player 2. Player 1 performs a forearm pass to themselves, and then forearm passes the ball to Player 2. Player 2 performs a forearm pass to themselves, and then forearm passes the ball to Player 1. Repeat sequence until the ball hits the ground.

Pass to self, tilt pass to partner

- Player 1 performs a two-hand underhand toss to Player 2. Player 1 performs a forearm pass to themselves, moves their body to the left or right facing side-on from their partner, then performs a forearm pass with a tilted passing platform to Player 2. Player 2 performs a forearm pass to themselves, moves their body to the left or right facing side-on from their partner, then performs a forearm pass with a tilted passing platform to Player 1. Repeat sequence until the ball hits the ground.

### Activity 1 – setting progression

Instruct students how to perform the front set.

Students get a partner and a ball and complete the following.

Toss, set, catch

- One partner is the feeder, and the other is the setter. Feeder performs a two-hand underhand toss to the passer. Passer conducts a front set back to the feeder. Feeder catches the ball. Repeat 10x.

Toss, set, catch – midline

- Feeder performs a two-hand underhand toss of the ball outside of the partner's midline (to the left or right). Setter shuffles to move their body behind the ball with the ball centred in the middle of the body. Setter conducts a front set back to the feeder. Setter shuffles to return to centre. Repeat 5x per side, 10x total.

Toss, set, catch – FBLR midline

- Feeder performs a two-hand underhand toss in front of the setter. Setter shuffles forward (F) 2-3 steps. Setter performs a front set to the feeder, who catches the ball. Setter shuffles backwards 2-3 steps to return to their starting location and moves into a stabilised passing position before the feeder tosses another ball. Feeder repeats sequence tossing backwards (B) to the left (L) and to the right (R) of the setter. Setter shuffles to move their body behind the ball with the ball centred in the middle of the body prior to front setting the ball back to the feeder.

Set back and forth

- Player 1 performs a two-hand underhand toss to Player 2. Player 1 performs a front set to Player 2. Player 2 performs a front set to Player 1. Repeat sequence until the ball hits the ground. If the ball travels below the shoulders during the drill, students perform a forearm pass to return the ball to height and continue with the front set.

### Activity 2 – 6-ball wash drill

- Differentiation – teams earn an extra point if they contact the ball three times before attempting to play the ball over the net; teams earn an extra point if the player in position 2 performs a front set.



## Lesson 3

### Warm-up – arm warm-up

- Students get into pairs; each pair gets a ball. One partner stands with their back to the volleyball net, the other partner stands approximately 2–3 metres away, partners face each other.
- Students throw the ball back and forth with their dominant arms.
- Differentiation – add overhead float serve motion.

### Warm-up – forearm passing progression

Additional forearm passing progression activities for differentiation.

Short, short, long, long

- Students get into groups of 3. Partner 1 stands with their back to the net. Partner 2 stands approximately 2–3 metres away facing the partner at the net and holding the ball. Partner 3 stands on the volleyball end line, facing the partner at the net.
- Partner 2 performs a two-hand underhand toss to Partner 1, who forearm passes the ball back to Partner 2 (short pass).
- Partner 2 forearm passes the ball back to Partner 1 (short pass).
- Partner 1 forearm passes the ball over Partner 2's head to Partner 3 (long pass).
- Partner 3 forearm passes the ball over Partner 2's head to Partner 1 (long pass).
- Partner 1 forearm passes the ball to Partner 2 (short pass).
- Repeat sequence until the ball hits the ground.
- Differentiation – Players rotate within their group during the drill without letting the ball hit the ground (Partner 3 forward to become Partner 2, Partner 2 forward to become Partner 1, Partner 1 forward to become Partner 3) after the following: Partner 2 performs one short pass, Partner 1 performs one short pass and one long pass, Partner 3 performs one long pass.

### Warm-up – setting progression

Additional setting progression activities for differentiation.

Triangle setting

- Students get into groups of 3 and form the shape of a triangle with each player standing 2–3 metres apart.
- Player 1 is the feeder, Player 2 is the setter, Player 3 is the catcher.
- Player 1 conducts a two-hand underhand toss to Player 2. Player 2 faces Player 3 and performs a front set. Player 3 catches the ball and return the ball to Player 1. Repeat for a total of 5x, then players rotate.
- Differentiation – Partner 1 stands in position 6, Partner 2 stands in position 2.5, Partner 3 stands in position 4 to mimic game-like conditions.

### Activity 1 – partner serving

- Students get into pairs, each pair with one ball. Students stand approximately 1 m behind the attack line on either side of the court, facing each other.
- Students perform the overhead float serve back and forth over the net.
- On teacher command, students back up progressively until all students are serving behind the volleyball end line.



- Differentiation – partners serve from different locations on the end line each serve, students are assigned a position on the court to serve to as dictated by the teacher, students serve to positions on the court in order (1–6).



### **Activity 2 – target serving game**

Teacher sets out 5–10 hula hoops on each volleyball half court.

- Each student has a ball. Students serve into the opposite court, attempting to serve at the hula hoop targets.
- Targets closest to the end line are worth 2 points. Targets 2 m inside the end line are worth 1 point. Targets on or in front of the attack line are worth 2 points.
- Students have a set amount of time each round to perform the overhead float serve, collect their ball from the opposite side of the court, and serve again from the end line closest to where they collected their ball.
- After each round, students share scores and set goals for the next round based on their prior performance.
- Differentiation – students serve in pairs with each partner on opposite sides of the net for a team score, students earn negative points for each serving error, students allowed to serve in front of the end line, varied-sized hula hoops for other point categories.

### **Activity 2 – 6-ball wash drill**

- Differentiation – first two to three balls per sequence are served by the student in position 1, students are given a serving target for each serve (e.g. Ball #1 serve to position 1, Ball #2 serve to position 5).

## **Lesson 4**

### **Warm-up – arm warm-up**

Additional setting progression activities for differentiation.

- Students participate in ‘Partner serving’ after throwing the ball back and forth with their partner.

### **Activity 1 – forearm Passing Progression – triangle passing**

Additional forearm passing progression activities for differentiation.

Triangle passing

- Students get into groups of 3 and form the shape of a triangle with each player standing 2–3 metres apart.
- Students decide which direction the ball will travel. Example below is a clockwise direction.
- Students to directly face the group member on their right-hand side, who will be feeding them or passing them the ball. Students to face this person during the drill sequence until teacher dictates otherwise.
- The student with the ball conducts a two-hand underhand toss to the player to their left. The receiving player conducts a tilted forearm pass to the student to their left while continuing to face the student to their right who is passing/feeding them the ball.
- Players continue passing in a triangle until the ball hits the ground. Focus is for players to continue facing where the ball is coming from, and tilt passing to the other group member.
- After several attempts or a proscribed amount of time as set by the teacher, groups change the direction of the ball in their triangles (e.g. now passing in an anticlockwise direction).
- Differentiation – square passing in groups of 4 as dictated by student numbers.

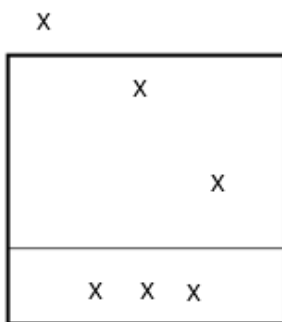
## Activity 2 – butterfly

- Students get into three groups of 3; each group standing in a line in the following positions:
  - position 1 on side A of the volleyball court
  - positions 5 and 2.5 on side B of the volleyball court.
- Students in position 1 to each have a ball.
- Position 1 student conducts a one-arm overhead throw over the net to the student in position 5 on side B.
- Position 5 student faces the player in position 1 on side A and performs a tilt pass to the student in position 2.5 on side B.
- Position 2.5 student catches the ball, then rolls the ball under the net back to the student in position 1.
- Each student rotates to the end of the line in their position and the next student takes one step forward to participate in the same drill sequence.
- At teacher discretion, each group rotates (position 1 group crosses the net to move to position 5 on side B, position 5 group rotates to position 2.5, position 2.5 group crosses the net to move to position 1 and collects the volleyballs) and repeats the sequence.
- Differentiation – students rotate groups after they contact the ball, position 1 students serve the ball from 2 m in front of the end line, position 1 students serve the ball from behind the endline, cone is placed at 'base' in position 1 and players must touch the cone immediately after they serve the ball, add a fourth group in position 4 and instruct the student in position 2.5 to set the ball to position 4 to spike the volleyball to position 6, add a fourth group in position 6 for another passing option.

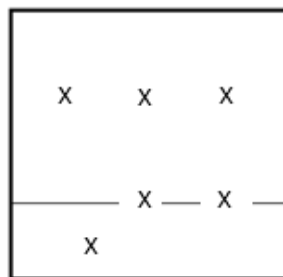
## Lesson 5

### Activity 1 – court positioning shadow footwork

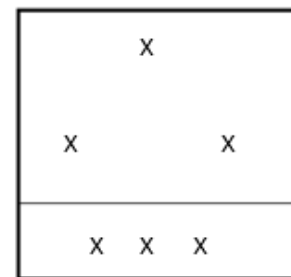
Court positioning on serve



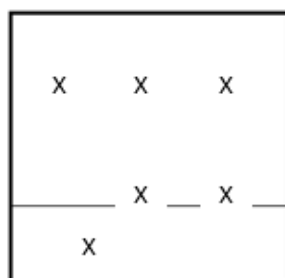
Court positioning on serve receive



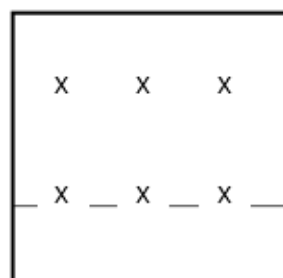
Court positioning on base defence



Court positioning on free ball



Court positioning on down ball



- Students get into groups of 6, each group on one half of the volleyball court with students standing in positions 1–6.
- Teachers uses calls and whistle to take students through the following sequences:
  - serve sequence – serve, base, free ball, base, down ball, base
  - serve receive sequence – serve receive, base, free ball, base, down ball, base
    - note for both sequences, the ‘free ball’ and ‘down ball’ calls should be varied to mimic gameplay.
- Differentiation – add a ball for students to throw/catch to mimic gameplay; for example, Team A student in position 1 throws over net to serve and Team A moves into base defence, Team B in serve receive catches the ball and throws to position 2.5 setter then a third player who will underhand throw the ball (free) or overhand throw the ball (down) over the net, Team A moves to free ball or down ball defence prior to receiving the ball, Team B moves to base defence, etc.

### **Activity 2 – one-sided 3-ball wash drill**

- Students get into groups of 6 on a volleyball half-court, each student stands in a position 1–6.
- A teacher/student feeder is on the opposite side of the net with 1–3 volleyballs.
- Students begin court positioning in serve. Position 1 serves the ball over the net to the feeder. Students shout ‘base’ as the position 1 player moves to base.
- Feeder initiates the ball over the net as a free ball or down ball. As soon as the feeder reveals what they are doing, the students shout and move to the court positioning associated with defence (e.g. if the feeder performs an underarm toss, forearm pass or set over the net, the students shout ‘free ball’ and move to free ball court positioning. If the feeder performs an overarm throw or down ball hit, the students shout ‘down ball’ and move to down ball court positioning).
- Team attempts 3 contacts to play the ball over the net. Students shout ‘base’ when the ball goes over the net and return to base defence, awaiting the next feed.
- Repeat sequence several times; players rotate positions at the discretion of the teacher.
- Differentiation – players catch and throw the ball, add a team of 6 on the other side of the net who catch each play over the net, add a team of 6 on the other side of the net to play out and participate in the same drill sequence and court positioning movement, add a team of 3 on the other side of the net to assist with running the drill and/or varying locations of free ball and down ball feeds, add option for players to jump and spike.

### **Activity 3 – 6-ball wash drill**

- Differentiation – students earn an extra point if the team goes to base defence after they play the ball over the net and shout ‘base’, students earn an extra point if the team demonstrates correct free ball or down ball court positioning before the ball crosses the net, add option for players to jump and spike.

## Lesson 6

### Activity 2 – serve and pass

- Students get into groups of 4. Group A is on one half volleyball court, standing in positions 1, 6, 5 and 2.5. Students in 1, 6, 5 are serve receive passers, student in 2.5 is a target to catch the ball. Group B is on the opposite side of the court behind the end line, each student with a volleyball.
- Students in Group B serve one at a time to any student in Group A. After every three volleyballs served over an in, players in Group A rotate one position. Play continues until the round is over at the discretion of the teacher, then groups change ends, so the serving team is now the receiving team etc.
- Scoring: Receiving group scores a point for every effective pass to the target in 2.5 (at a height that the student can perform a set). Receiving group scores a point for every time the serving team serves two errors in a row.
- Differentiation – serving team scores a point if they achieve an ace against the receiving team, add additional students in positions 3 and 4, serving team serves from in front of the end line, students can only utilise the overhead float serve, receiving team students shout ‘serve receive’ before the serve and shout and move to ‘base’ after the ball is played back over the net.

### Activity 3 – 6-ball wash drill

- Differentiation – Ball #1 is served by Team A to Team B, Ball #2 is a free ball passed over the net from Team A to Team B, Ball #3 is a down ball over the net from Team A to Team B. Repeat sequence by opposite team to complete 6 balls total.

## Lesson 7

### Warm-up – pepper progression

- Pepper progression activities for differentiation, students in pairs with one ball.

#### Normal pepper

- Student A performs a two-hand underhand toss to student B.
- Student B forearm passes the ball to student.
- Student A front sets the ball to student B.
- Student B spikes the ball to student A.
- Student A digs the ball to student B.
- Repeat sequence.

#### Pass/set/spike pepper

- Student A performs a two-hand underhand toss to student B.
- Student B forearm passes the ball to themselves, sets the ball to themselves, and spikes the ball to student A.
- Student A digs the ball to themselves, sets the ball to themselves, and spikes the ball to student B. Repeat sequence.

#### One-sided pepper

- Student A is the tossing, spiking and setting partner. Student B is the passing, digging and setting partner.
- Student A performs a two-hand underhand toss to student B.

- Student B forearm passes the ball to student A.
- Student A spikes the ball to student B.
- Student B digs the ball to student A.
- Student A sets the ball to student B.
- Student B sets the ball to student A.
- Student A spikes the ball to student B.
- Repeat sequence. Students change roles at the teacher's discretion.

#### One-touch pepper

- Student A performs a two-hand underhand toss to student B.
- Student B uses one arm to forearm pass or one firm hand overhead to play the ball to themselves, set the ball to themselves, and spike the ball to student A.
- Student A digs the ball to themselves using one arm to forearm pass or one firm hand overhead, sets the ball to themselves, and spikes the ball to student B. Repeat sequence.
- Repeat sequence.

#### Jump pepper

- Student A performs a two-hand underhand toss to student B.
- Student B forearm passes the ball to themselves, sets the ball to themselves, and jumps and spikes the ball to student A.
- Student A digs the ball to themselves, sets the ball to themselves, and jumps and spikes the ball to student B. Repeat sequence.

#### Repeat pepper

- Student A performs a two-hand underhand toss to student B.
- Student B spikes the ball to student A.
- Student A digs the ball to student B.
- Student B spikes the ball to student A.
- Repeat sequence. Students change roles at the teacher's discretion.

### **Activity 1 – spike progression**

Spike progression activities for differentiation.

#### Hitting lines – arms up

- Students get into three groups per half-volleyball court. All but one member of the group (student A) needs a ball. Student A stands approximately halfway between the attack line and end line, spreading the court evenly with the other student A's from the other two groups. The remaining members of each group stand in a line one metre behind their student A, facing the net.
- The second student in line (student B) hands student A the ball. Student B raises their arms overhead in a bow-and-arrow and opens their hips facing student A. Student A performs a two-hand underhand toss to student B. Student B maintains open hips facing student A, shuffles to the ball, then completes an arm swing and closes hips while spiking the ball over the net without jumping.
- Student A retrieves the volleyball hit by student B, then returns to the end of the line.
- Student B becomes student A and tosses the volleyball for the next student. Repeat sequence.

#### Hitting lines – arms up, ball slap

- The second student in line (student B) hands student A the ball. Student B faces student A with open hips. Student A slaps the volleyball and performs a two-hand underhand toss to student B. On the cue of the volleyball slap, Student B raises their arms overhead in a bow-and-arrow, shuffles to the ball, then completes an arm swing and closes hips while spiking the ball over the net without jumping.
- Student A retrieves the volleyball hit by student B, then returns to the end of the line. Student B becomes student A and tosses the volleyball for the next student. Repeat sequence.

#### Hitting lines – last 2 steps

- The second student in line (student B) hands student A the ball. Student B faces the net. Student A slaps the volleyball and performs a two-hand underhand toss to student B. On the cue of the volleyball slap, Student B completes the last two steps of the spike (right-left) with open hips facing student A, raises their arms overhead in a bow-and-arrow, jumps and completes an arm swing, closing their hips to face the net while spiking the ball over the net.
- Student A retrieves the volleyball hit by student B, then returns to the end of the line. Student B becomes student A and tosses the volleyball for the next student. Repeat sequence.

#### Mass footwork


- Student groups move to the attack line. Without a ball, teacher leads all students through simultaneous practice of footwork of the 2, 3 and/or 4-step spike approach (at the discretion of the teacher).

#### Hitting lines – on the net

- Student A stands one metre from the net, side-on with their right shoulder. The second student in line (student B) hands student A the ball. Student B stands on the attack line approximately 1.5–2 metres away from student A. Student B faces the net. Student A performs a two-hand underhand toss to student B. On the cue of the volleyball toss, Student B completes the spike approach stated by the teacher and spikes the ball over the net.
- Student A retrieves the volleyball hit by student B, then returns to the end of the line. Student B becomes student A and tosses the volleyball for the next student. Repeat sequence.
- Differentiation – tossing student becomes a setter with a toss from student B to student A, student A setting, student B spiking. Structure varied height and/or locations of the tosses and/or sets to students. Vary the speed of the spike contact (e.g. full swing or a tip). Add target locations on the court. Add a blocker. Add a student passing to the setter. Move setting student to position 2.5 and combine students to two groups, one group on each side of the net completing the drill.

#### **Activity 2 – 4v4 full court gameplay**

- Students get into teams of 4, one team per volleyball half court.
- Students stand in positions 1, 6, 5 and 2.5.
- Position 2.5 is the setter, and students aim first contact pass to the setter.
- First ball is served over the net by the student in position 1 on Team A. Team A moves to base defence.
- Team B is in serve receive. Team B plays the ball, aiming for three contacts and to set a spike. Once the ball is played over the net, Team B returns to base defence. Team A adjusts defence court positioning based on how Team B plays the ball over the net.
- Continue gameplay until the volleyball hits the ground; normal volleyball rules apply.

- 
- If the serving team scores the point, student in position 1 continues to serve. If the receiving team scores the point, the winning team rotates and a new player in position 1 serves.
  - Differentiation – first ball is sent over the net by a toss or free ball, extra point for good passes to the setter, extra point for a spike attempt, extra point for calling out court positioning cues, extra point for completing three contacts prior to the ball going over the net.

## **Lesson 8**

### **Activity 1 – butterfly**

Additional butterfly progression activities for differentiation.

- Student in position 5 passes the ball to the setter in position 2.5. Student in position 5 shuffles to the left, behind the attack line in position 4. Student in position 2.5 sets the ball to position 4. Student in position 4 spikes the ball to position 6 on the opposite side of the court. Student in position 2.5 retrieves the spiked volleyball after it hits the ground, and rotates to position 1 on the opposite side of the net. Student who spiked the ball rotates to position 2.5 on the same side of the net. Student who served the ball rotates across the net to position 5.
- Varied spiking target locations.
- Toss instead of set from position 2.5.



## **Appendix B**

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Assessment task 1  
Interpersonal skills



## Task details

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<b>Title</b>	Interpersonal skills assessment – volleyball
<b>Description</b>	Interpersonal skills qualities assessment
<b>Type of assessment</b>	Formative and summative Part A: Student checklist – Self-reflection Part B: Summative assessment checklist – Teacher assessment
<b>Purpose of assessment</b>	To assess student ability to demonstrate skills and strategies to improve team or group performance, application of fair play and ethical behaviour and ways they can influence the outcome of physical activities, and management of levels of participation and rules during physical activities.
<b>Assessment strategy</b>	Performance
<b>Evidence to be collected</b>	Student self-reflection, teacher checklist
<b>Suggested time</b>	Weeks 7 and 8

## Content descriptions

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### Movement and physical activity

#### Interpersonal skills

- Skills and strategies to improve team or group performance
- Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities
- Management of levels of participation and rules during physical activities

## Task preparation

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### Prior learning

Students have participated in a 10-lesson sequence, focusing on skills, strategies and tactics in the context of volleyball.

## Assessment task

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### Assessment conditions

Assessment will involve teacher assessment of practices, scenarios, and competition.

### Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate, teachers may scaffold or extend the scope of the assessment tasks.



## Resources

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- volleyballs
- court equipment (nets, poles, antennae)
- markers (if courts are not lined)
- filming device (if recording evidence)



## Instructions to teachers

Within the lesson sequence students should be provided with opportunities to demonstrate their ability to demonstrate interpersonal skills in a net/wall game context. This can be achieved through active management of self and teammates and making sure each player operates fairly and ethically, and abides by game rules, maintaining and promoting the integrity of the sport.

### Formative assessment

This teaching and learning sequence encourages ongoing formative assessment. Students will be formatively assessed throughout this lesson sequence on their progress and development, and offered feedback to assist with their growth. This is essential for learning. Interpersonal skills require time to develop and be effective in assisting students to establish roles, routines and responsibilities within their teams; and foster understandings and links in a sporting context. Monitoring the students using formative assessments (checklists, anecdotal notetaking) will provide the teacher with additional evidence on which to base their final assessment mark.

During the lesson sequence, the teacher will use a formative assessment process through observing:

- students' use of skills and strategies to improve team or group performance
- students' application of fair play and ethical behaviour and ways they can influence the outcome of physical activities
- students' ability to manage levels of participation and rules during physical activities.

Students complete Part A: Student checklist – Self-reflection (Appendix B)

- Lesson 7

The purpose of the student checklist is to allow the teacher to collect support for their judgement, as appropriate.

Students complete a checklist to reflect on their own and peers' personal growth within a team environment.

Students are required to make judgements on:

- skills and strategies to improve team or group performance
- application of fair play and ethical behaviour
- management of levels of participation and rules.

### Summative assessment

The summative assessment gives students the opportunity to demonstrate all their qualities, they have acquired in a holistic approach throughout this lesson sequence.

Part B: Summative assessment checklist – Teacher assessment (Lesson 8)

Students will be assessed on:

- interpersonal skills (actions/skills to support physical activity)

Students will be assessed according to the marking of a summative assessment checklist and marking key provided. Use this checklist to create a holistic judgment regarding the students' ability to collaborate and cooperate effectively in teams throughout the gameplay program.

Students will be awarded a mark out of 5 for each area based on their performance in accordance with the checklist.

## Marking observations

This table will assist in making a holistic judgement regarding performance, in the three areas from Interpersonal skills content.

	Intrinsic qualities	Extrinsic performance
<b>Skills and strategies to improve team or group performance</b>	<ul style="list-style-type: none"> <li>• motivation</li> <li>• empathy</li> <li>• active listening</li> <li>• adaptability</li> <li>• emotional intelligence</li> <li>• patience</li> <li>• resilience</li> </ul>	<ul style="list-style-type: none"> <li>• clear communication</li> <li>• positive reinforcement</li> <li>• conflict resolution</li> <li>• teamwork</li> <li>• flexibility</li> <li>• promoting inclusion</li> <li>• leadership</li> </ul>
<b>Application of fair play and ethical behaviour</b>	<ul style="list-style-type: none"> <li>• honesty</li> <li>• responsible</li> <li>• integrity</li> <li>• equity</li> <li>• respect</li> <li>• attitude and demeanour</li> <li>• sportsmanship</li> <li>• fairness</li> <li>• compassion</li> <li>• self-control</li> <li>• perseverance</li> <li>• humility</li> </ul>	<ul style="list-style-type: none"> <li>• establishment of clear rules and guidelines</li> <li>• respects self and others</li> <li>• provides accurate feedback</li> <li>• consistency</li> <li>• credible</li> <li>• supportive of others</li> <li>• skill mastery</li> <li>• strategic awareness</li> <li>• adaptability</li> <li>• leadership</li> <li>• coachability</li> <li>• resilience</li> </ul>
<b>Management of levels of participation and rules</b>	<ul style="list-style-type: none"> <li>• knowledge of rules</li> <li>• self-discipline</li> <li>• time management</li> <li>• motivation</li> <li>• resilience</li> <li>• stress management</li> <li>• passion for the sport</li> </ul>	<ul style="list-style-type: none"> <li>• understands and applies rules</li> <li>• supportive attitude</li> <li>• full, active participation in activities</li> <li>• fairness and impartiality</li> <li>• communication</li> <li>• leadership by example</li> <li>• conflict resolution skills</li> <li>• accountability</li> </ul>

## Interpersonal skills assessment checklist

Demonstration of skills in both developmental and competitive situations will be assessed taking into account the combination of three elements of Skills and strategies to improve team or group performance; Application of fair play and ethical behaviour; Management of levels of participation and rules.

Mark	Skills and strategies to improve team or group performance	Application of fair play and ethical behaviour	Management of levels of participation and rules
5	Consistently utilises skills and strategies to an outstanding level to improve team or group performance	Consistently displays outstanding application of fair play and ethical behaviour and consistently utilises ways to positively influence volleyball activities, resulting in the achievement of required outcomes	Consistently displays management of an outstanding level to participation and application of rules of the game to achieve required outcomes
4	Utilises skills and strategies to a high-level to improve team or group performance	Demonstrates a high-level of application of fair play and ethical behaviour and utilises ways to positively influence volleyball activities, resulting in the achievement of required outcomes	Demonstrates management of a high-level to participation and application of rules of the game to achieve required outcomes
3	Competently utilises skills and strategies to satisfactorily improve team or group performance	Competently demonstrates application of fair play and ethical behaviour, and utilises ways to positively influence volleyball activities, achieving satisfactory outcomes	Competently demonstrates management of levels of participation and rules of the game, achieving satisfactory outcomes
2	Utilises skills or strategies to a basic level to occasionally improve team or group performance	Demonstrates a basic level of fair play and ethical behaviour and sometimes positively influences volleyball activities, occasionally achieving outcomes	Demonstrates a basic level of management of levels of participation and rules of the game, occasionally achieving outcomes
1	Utilises skills or strategies to a limited level with a low degree of success in improving team or group performance	Demonstrates a limited level of fair play and ethical behaviour with a low degree of positive influence on volleyball activities, occasionally achieving outcomes	Demonstrates a limited level of management of levels of participation and rules of the game, with a low degree of success, occasionally achieving the outcomes

## Part A: Student checklist – Self-reflection

This task is designed to measure your own level of personal growth throughout the lesson sequence. Indicate your judgement on the table.

### Interpersonal skills qualities

Name of student: \_\_\_\_\_

Self-reflection	Consistently	Often	Sometimes	Seldom	Limited
Skills and strategies to improve team or group performance					
Application of fair play and ethical behaviour					
Management of levels of participation and rules					

### Skills qualities examples of each category:

Skills and strategies to improve team or group performance	Application of fair play and ethical behaviour	Management of levels of participation and rules
<ul style="list-style-type: none"> <li>motivation</li> <li>empathy</li> <li>active listening</li> <li>adaptability</li> <li>emotional intelligence</li> <li>patience</li> <li>resilience</li> <li>clear communication</li> <li>positive reinforcement</li> <li>conflict resolution</li> <li>teamwork</li> <li>flexibility</li> <li>promoting inclusion</li> <li>leadership</li> </ul>	<ul style="list-style-type: none"> <li>honesty</li> <li>responsible</li> <li>integrity</li> <li>equity</li> <li>sportsmanship</li> <li>fairness</li> <li>compassion</li> <li>self-control</li> <li>establishment of clear rules and guidelines</li> <li>provides accurate feedback</li> <li>consistency</li> <li>coachability</li> <li>skill mastery</li> <li>humility</li> <li>adaptability</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of rules</li> <li>self-discipline</li> <li>time management</li> <li>motivation</li> <li>stress management</li> <li>passion for the sport</li> <li>understands and applies rules</li> <li>supportive attitude</li> <li>full, active participation</li> <li>fairness and impartiality</li> <li>leadership by example</li> <li>conflict resolution skills</li> <li>accountability</li> </ul>

## Part B: Summative assessment checklist – Teacher assessment

This task is designed to measure a student’s personal growth throughout the lesson sequence. Utilise formative assessment feedback from students as a support for your judgement, as appropriate.

Indicate on the table the position of your judgement.

Interpersonal skills – Part B					
Teacher assessment	Consistently 5	Often 4	Sometimes 3	Seldom 2	Limited 1
Skills and strategies to improve team or group performance					
Application of fair play and ethical behaviour					
Management of levels of participation and rules					
<b>Observation notes</b>					
<b>Total</b>					<b>/15</b>



## **Appendix C**

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Assessment task 2

Volleyball skills and strategies



## Task details

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<b>Title</b>	Volleyball skills, strategies and tactics
<b>Description</b>	Students will participate in a 6v6 full-court volleyball game to demonstrate a variety of individual and game-based, competitive skills.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students on the execution and use of skills, strategies and tactics in a gameplay setting.
<b>Assessment strategy</b>	Performance
<b>Evidence to be collected</b>	Checklist/video footage
<b>Suggested time</b>	Two 50-minute lessons

## Content descriptions

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### Movement skills

- Movement skills and sequences within different physical activity contexts and settings reflecting:
  - increased complexity
  - transference of skills to other activities
- Impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances

## Task preparation

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### Prior learning

Students have participated in Lessons 1–8 and been instructed in the individual skills, game tactics and rules to effectively compete in a game of volleyball.

## Assessment task

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### Assessment conditions

- Assessment will involve students in game-based team scenarios.
- Students can be grouped according to ability or maintain mixed ability across the group.

### Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged.

Where appropriate, teachers may scaffold or extend the scope of the assessment tasks.



## Resources

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- one volleyball court per two teams
- court equipment (net, poles, antennae)
- volleyball (one per game)
- video (if recording evidence)

## Instructions to teachers

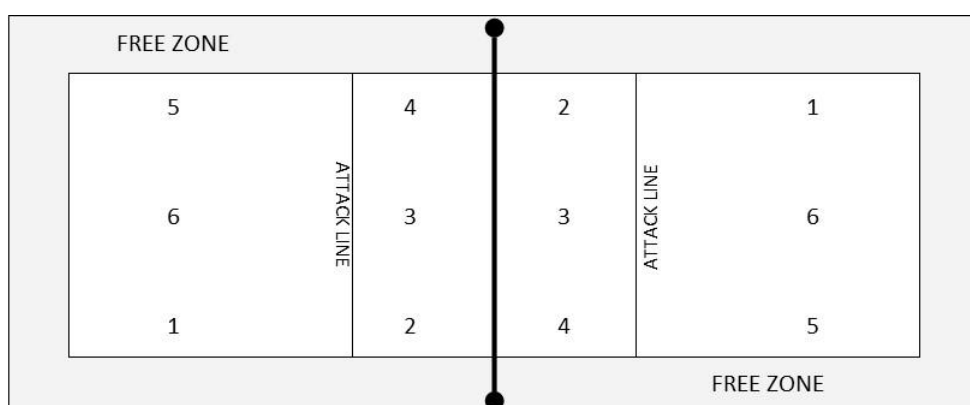
Students will be assessed throughout this lesson sequence on a lesson-by-lesson basis. This use of formative assessment provides the teacher with additional evidence on which to base their final assessment mark and avoids having to allocate a set assessment day.

The purpose of the summative assessment is to finalise the formative assessment, giving students the opportunity to demonstrate all the skills and knowledge they have acquired during this lesson sequence.

### Task details

#### Description of task

Students participate in a 6v6 full court volleyball game. See diagram for set up.



- Divide students into two teams of six on one volleyball court, with one ball per group. Students can be allocated according to ability within the class, or teams can be representative of a mixture of abilities.
- Each player is assigned a position 1–6 on a team:
- Standard volleyball rules apply unless differentiation is needed to support the skill level of the students to allow for participation.
- Students can stay in the same teams for the duration of the assessment; however, moving students to different teams will provide an opportunity for students to experience a range of different situations.
- Games will run for a set time (according to ability levels and time constraints), with multiple courts running concurrently.

Students will be assessed on:

- proficiency of movement skills and sequences
- evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances
- ability to demonstrate the impact of changes to effort, space or time on skills, strategies and tactics.

Evidence can be collated through a video recording to review, or an observation schedule can be implemented.

Students will be assessed according to the marking observation table and marking key provided. Use this table to create a holistic judgment regarding the proficiency of movement skills and sequences,



evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances, and the ability to change to effort, space or time to impact performance of skills, strategies and tactical application of the students in a game situation.

Students will be awarded a mark out of ten for each area based on their performance in accordance with the observation table.



## Marking observations

Use this table to assist in making a holistic judgement about performance in each of the three areas.

Proficiency of movement skills and sequences	Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances	Ability to demonstrate the impact of changes to effort, space or time on skills, strategies and tactics
<ul style="list-style-type: none"> <li>• execution               <ul style="list-style-type: none"> <li>▪ consistency</li> <li>▪ control</li> <li>▪ fluency</li> <li>▪ precision</li> </ul> </li> <li>• efficient sequencing of body parts during volleyball skill performance of basic skills (e.g. forearm pass) and skills with increased complexity (e.g. spike)</li> <li>• transference of skills to other activities (e.g. throwing to the overhead float serve, footwork from basketball layup to the spike, movement to catch the ball to movement to keep the volleyball in the midline of the body)</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of outcome of previous performance               <ul style="list-style-type: none"> <li>▪ accurate judgement of outcome (e.g. achieved, partially achieved or not achieved)</li> </ul> </li> <li>• analysis of changing conditions               <ul style="list-style-type: none"> <li>▪ interpretation of game situations and knowledge of movement skills and sequences required to improve performance (e.g. student identifies an opposition player serves the ball consistently to position 5 and the receiving player’s starting position between 5 and 6 is not effective)</li> </ul> </li> <li>• evaluation, selection and implementation of responses to changing conditions               <ul style="list-style-type: none"> <li>▪ based on analysis of previous performance and changing conditions, player selects and implements response during gameplay (e.g. moving closer to position 5 in serve receive to improve serve receive of a ball consistently served by a player to position 5)</li> </ul> </li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• strategic adaption and flexibility</li> <li>• adaptability to pressure situations and court conditions</li> <li>• strategic positioning</li> <li>• court awareness</li> <li>• energy and momentum swings</li> </ul> <p><b>Offence</b></p> <ul style="list-style-type: none"> <li>• serve placement and accuracy</li> <li>• passing and receiving</li> <li>• setting options, tempo and precision</li> <li>• spiking angles, power, timing and placement</li> <li>• offensive flow</li> </ul> <p><b>Defence</b></p> <ul style="list-style-type: none"> <li>• defensive coverage and reaction time</li> <li>• transition play and speed</li> <li>• defensive systems</li> <li>• timeouts.</li> </ul>

## Marking key

Demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action: consistency, precision, fluency and control. Other factors may affect performance and should be taken into account when marking, including game pressure, pace, skill and intensity of opponent and teammates, playing area and environmental conditions. This marking key can be used in conjunction with the document Physical Education performance assessment advice, and the Physical Education performance assessment support material – Volleyball, which outlines the observation points for the skills in the specific sport (volleyball). These documents can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials>

Description	Marks
<b>Proficiency of movement skills and sequences</b>	
Consistently performs skills and sequences with fluency and precision achieving the desired outcome Consistently demonstrates transference of skills to other activities	9–10
Demonstrates fluency and control of skills and sequences to a high degree, mostly achieving the desired outcome Demonstrates a high-level of transference of skills to other activities	7–8
Demonstrates some fluency and control of skills and sequences, usually achieving the desired outcome Demonstrates transference of skills to other activities	5–6
Demonstrates some control of skills and sequences, occasionally achieving the desired outcome Sometimes demonstrates transference of skills to other activities	3–4
Performs few skills and sequences demonstrating limited fluency and a low degree of success in achieving the desired outcome Limited transference of skills to other activities	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances</b>	
Consistently makes the correct analysis of outcome of previous performance and changing conditions Consistently evaluates, selects and implements responses to changing conditions, achieving the desired outcome	9–10
Mostly makes the correct analysis of outcome of previous performance and changing conditions Evaluates, selects and implements responses to changing conditions at a high degree, mostly achieving the desired outcome	7–8
Usually makes the correct analysis of outcome of previous performance and changing conditions Evaluates, selects and implements responses to changing conditions, usually achieving the desired outcome	5–6

Description	Marks
Occasionally makes the correct analysis of outcome of previous performance and changing conditions Evaluates, selects and/or implements responses to changing conditions, sometimes achieving the desired outcome	3–4
Minimal or no analysis of outcome of previous performance and changing conditions Minimal evaluation, selection and/or implementation of responses to changing conditions, with limited achievement of the desired outcome	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Ability to demonstrate the impact of changes to effort, space or time on skills, strategies and tactics</b>	
Consistently demonstrates impact of changes on skills, strategies and tactics at an exceptional level under pressure	9–10
Demonstrates impact of changes on skills, strategies and tactics under pressure	7–8
Usually demonstrates appropriate impact of changes on skills, strategies and tactics, but not as intense as (7–8)	5–6
Demonstrates some impact of changes on skills, strategies and tactics	3–4
Demonstrates limited impact of changes on skills, strategies and tactics	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Total</b>	<b>/30</b>



