

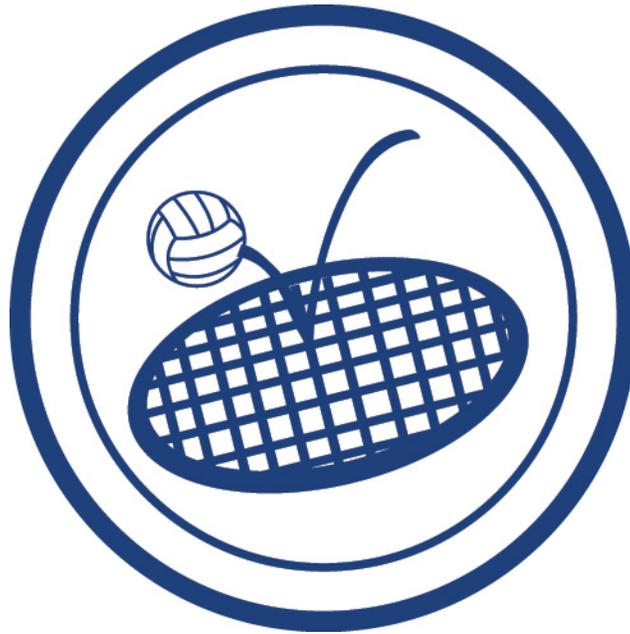
# TOOLS FOR LEARNING ROUNDNET

HIGH SCHOOL

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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# TOOLS FOR LEARNING **ROUNDNET**

Create by:  
Aaron Hart, Victor Spadaro, Skyler Boles

Special Contributions by:  
Deedi Brown

Design:  
Jennifer Truong

In partnership with the SUNY Cortland AMP Lab.  
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Some content adapted from activities found on [www.usaspikball.com](http://www.usaspikball.com)

## MODULE OVERVIEW

### ABOUT THIS MODULE

**Created by:** Aaron Hart, Victor Spadaro, Skyler Boles  
**Special Contributions:** Deedi Brown & Jennifer Truong  
Content adapted from activities found on [www.usaspikball.com](http://www.usaspikball.com)

Roundnet is a team sport played with Spikeball® equipment sets. Teams of two work together and are allowed three touches to return the ball onto the net. Once the ball is played off the net, possession switches to the opposing team. The object of the game is to hit the ball off the net in such a way that the opposing team cannot successfully return it. The Roundnet High School Module is designed to introduce the sport to new players while helping experienced players continue to develop their skills.

This version of OPEN's Roundnet module has been modified specifically to meet the Physical Education Standards of Learning for Virginia Public Schools.

Additional free High School resources can be found at:  
<http://openphysed.org/curriculummodules>

### STANDARDS ADDRESSED

- ✔ **Standard 1 [9.a,b]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a); Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment (b).
- ✔ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✔ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✔ **Standard 2 [10.b]** Analyze movement activities for component skills and movement patterns for one or more lifetime activities (b).
- ✔ **Standard 4 [9.b,e,g]** Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers (b); Apply communication skills and strategies that promote positive team/group dynamics (e); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.a,c]** Explain the importance of and demonstrate communication skills in physical activity settings (a); Identify and avoid potentially dangerous situations in physical activity settings (c).
- ✔ **Standard 4 [11/12.b]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).

MODULE OVERVIEW

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## MODULE OVERVIEW

### PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan)	<i>5–10 minutes</i>
+ Skill Activity with Debrief	<i>10–15 minutes</i>
+ Skill Activity with Debrief	<i>10–15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

**Important:** Suggestions are what they say they are—*suggestions*.

OPEN materials are offered in MS Word format for easy modification.

### ASSESSMENT

Several assessments are provided as a part of this module. However, there are many different ways for teachers and students to evaluate student learning and skill development. Utilize the assessments as written, or create your own to match the needs of your students and the demands of your program schedule.

#### **Holistic Performance Rubric**

The outcomes-based criteria provided on the performance rubric is meant to inform both teacher and students with respect to learning expectations and assessment benchmarks. Share this information at the start of the module, then review it throughout the module to provide direction and focus to student practice.

#### **Academic Language Quiz**

One short quiz is provided as a tool for evaluating student retention of a small sample of academic language vocabulary words. However, creating additional quizzes using the OPEN MS Word document can provide you with feedback on the rest of the module's academic language vocabulary words. If many students miss a question covering a specific word, review that word in future lessons.

#### **Self-Efficacy and Social Support Inventory**

As students (especially girls) enter high school and beyond, self-efficacy and social support systems play a role in regular participation in health-enhancing physical activity. This short inventory is designed to provide formative feedback on student development, as well as inform curriculum and planning decisions to physical educators based on content relevancy to the students being served.

#### **Discussion Card Exit Slips**

Exit slips are designed to capture students' ideas and viewpoints as they are developed using Roundnet Discussion Cards.

#### **Roundnet Event Planning Card**

This planning card provides structure to student ideas for planning and running a Roundnet event outside of the regular school day for the local community.

#### **Fitness Portfolio Page**

Each module's Fitness Portfolio Page is meant to provide a summary of how students perceived the impact on their health- and skill-related fitness levels. This offers an opportunity for self-reflection. Evaluation should again be done with a focus on the quality of work and depth of student responses.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Self-Passing Challenges & Partner Passing	Above-Chest Pass, Accuracy, Below-Chest Pass, Control, Purposeful Practice, Safety, Stages of Motor Learning
2	Self-Passing Challenges, Partner Passing, & Selfie Spikes	Accuracy, Grit, Speed, Spike, Trade-off, Purposeful Practice
3	Partner Passing, Selfie Spikes, & Rally Time	Accuracy, Control, Cooperation, Rally, Respect, Teamwork
4	Roundnet Tabata & Rally Time	Community Recreation, Health-Related Fitness, Organize, Skill-Related Fitness, Tabata Interval Training
5	Roundnet Tabata & Toss Drills	Drill, Cooperation, Effort, Force, Lifetime Activity, Movement Concepts Stages of Motor Learning, Set, Strategy
6	Toss Drills, Pepper & 1 V 1	Accuracy, Competency, Challenge, Etiquette, Movement Concepts, Refine, Safety, Speed, Success, Teamwork
7	Toss Drills (groups of 3) & 1 On 1 On 1	Ethical, Respect, Safety, Strategy, Value
8	Toss Drills (groups of 3) & 3 V 3	Challenge, Competition, Etiquette, Movement Concepts, Safety, Spirit of the Game
9	Partner Passing & Roundnet	Appropriate, Competition, Ethical, Movement Concepts, Respect, Spirit of the Game, Teamwork
10+	Partner Passing & Compass Draw Tournament	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
18	Spikeballs®	1376885	<a href="#">Link to e-Store</a>
18	High-Bounce Foam Balls	1395254	<a href="#">Link to e-Store</a>
18	Hoops (36")	02170	<a href="#">Link to e-Store</a>
18	Spot Markers	1388151	<a href="#">Link to e-Store</a>
9	Spikeball® Nets	1376884	<a href="#">Link to e-Store</a>
12	Large Cones	1245875	<a href="#">Link to e-Store</a>
12	Task Tents	1389878	<a href="#">Link to e-Store</a>
			
	Academic Language Posters		<a href="#">OPENPhysEd.org</a>
	Passing Challenge Cards		<a href="#">OPENPhysEd.org</a>
	Skill Cue Charts		<a href="#">OPENPhysEd.org</a>
	Roundnet Tabata Cards		<a href="#">OPENPhysEd.org</a>
	Toss Drill Instructions		<a href="#">OPENPhysEd.org</a>
	Movement Concept Cards		<a href="#">OPENPhysEd.org</a>
	Stages of Motor Learning Cards		<a href="#">OPENPhysEd.org</a>
	Official Roundnet Rules		<a href="#">OPENPhysEd.org</a>
	Roundnet Discussion Cards		<a href="#">OPENPhysEd.org</a>
	Compass Draw Tournament Cards		<a href="#">OPENPhysEd.org</a>

\* Equipment list designed for a class of 36 students



**NOTES**

**SELF-PASSING CHALLENGES**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate skill cues for under- and above-chest passing.
- ✓ **Cognitive:** I will define and use a minimum of 4 Roundnet academic language words in proper context.
- ✓ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors during all practice tasks.

TEACHING CUES

- ✓ Athletic Stance (Feet, Knees, Hands, Eyes Ready)
- ✓ Hand Placement (Below-Chest: Palms Up, Fingers Away; Above-Chest: Palms Out, Fingers Toward Head)
- ✓ Palm Strike (Palm Flat, Strike Between Heel and Fingers)

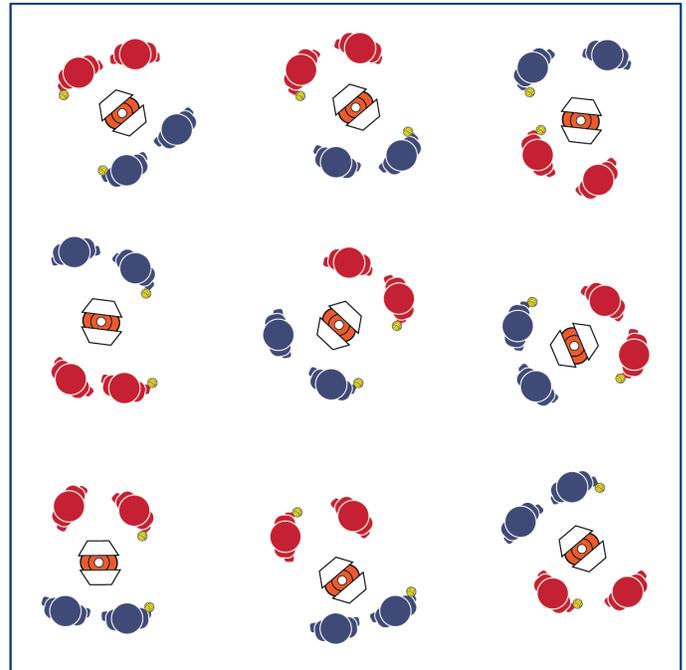
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per group of 2–4 students
- ✓ 1 Task Tent and 1 large cone per group
- ✓ 1 Self-Passing Challenge Card per group
- ✓ 1 Passing Cue Chart per group

**Set-Up:**

1. Scatter cones, Task Tents, and Roundnet cards in the activity area with enough space for groups to move freely.
2. Create groups of 2–4 students, each group at a cone with a Spikeball®.



**Activity Procedures:**

1. Today we're going to start our Roundnet training by completing a series of self-passing challenges. There are two types of passes used in Roundnet: 1) below-chest and 2) above-chest.
2. Both passes require you to be ready in an athletic stance, use proper hand placement, and use a palm strike to hit the ball (demonstrate and practice critical elements).
3. Below-chest passing requires hand placement at waist level, palms out, and fingers away from the body. above-chest passing requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.
4. On the start signal, work to complete the self-passing challenges found on the challenge card. Reach JV level with 10 successful self-passes. Reach Varsity level with 20 successful self-passes. Take turns with group members after you've attempted to complete a challenge level 3 times.
5. Freeze and be ready to listen when you hear the stop signal.

**Grade Level Progression:**

- L1:** Complete each skill challenge with a focus on reciting skill cues and using correct academic language.
- L2:** Discuss and utilize the Stages of Motor Learning Worksheet.

## SELF-PASSING CHALLENGES

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Provide a variety of balls or balloons and allow students to choose their challenge preference.

ACADEMIC LANGUAGE

Above-Chest Pass, Accuracy, Below-Chest Pass, Control, Purposeful Practice, Safety, Stages of Motor Learning

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [9.a,b]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a); Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment (b).
- ✔ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✔ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✔ **Standard 4 [9.g]** Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize a below-chest and above-chest pass?
- ✔ **DOK 2:** How does the position/placement of a pass, spike, or serve affect the pass you would give?
- ✔ **DOK 3:** How is the pass related to Spikeball® game play?

TEACHING STRATEGY FOCUS

**Help students practice skills:** Self-passing challenges are basic drills that provide students opportunities to refine and become competent in Roundnet’s most essential skills. Discuss and encourage students to find opportunities to practice these challenges outside of class using foam or inflatable balls they may have at home.

**PARTNER PASSING**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate skill cues for under- and above-chest passing.
- ✓ **Cognitive:** I will create a practice plan for improving my Roundnet passing skills.
- ✓ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe and cooperative behaviors during all practice tasks.

TEACHING CUES

- ✓ **Hand Placement (Below-Chest: Palms Up, Fingers Away; Above-Chest: Palms Out, Fingers Toward Head)**
- ✓ **Palm Strike (Palm Flat, Strike Between Heel and Fingers)**

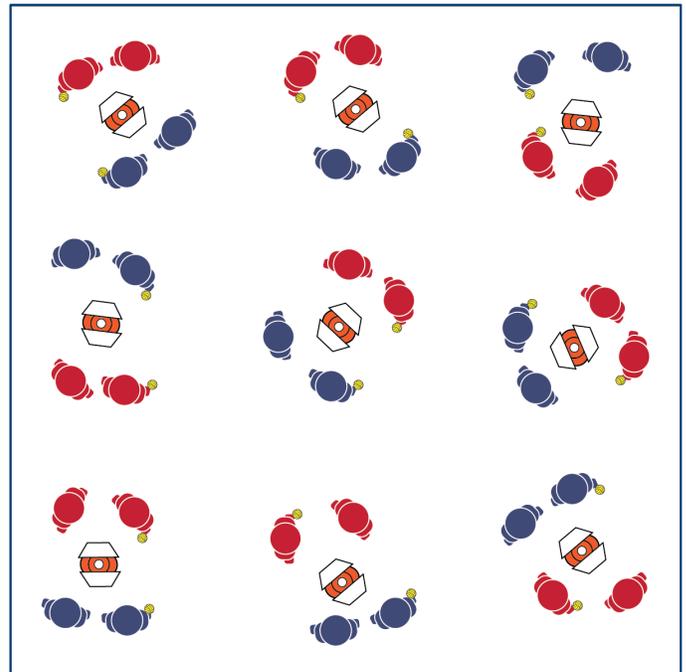
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per pair
- ✓ 1 Task Tent and large cone per 2 pairs
- ✓ 1 Partner Passing Challenge Card per pair
- ✓ 1 Passing Cue Chart per pair

**Set-Up:**

1. Scatter cones, Task Tents, and Roundnet cards in the activity area with enough space for groups to move freely.
2. Create pairs or 2 students. Send 2 pairs to a cone, each pair with a Spikeball®.



**Activity Procedures:**

1. It's time to practice Roundnet passing with a partner. Be sure to use the cues for accurate passing. Focus on body and ball control.
2. On the start signal, work to complete the partner passing challenges found on the challenge card. Reach JV level with 10 successful self-passes. Reach Varsity level with 20 successful self-passes. Take turns with other pairs in your group after you've attempted to complete a challenge level 3 times.
3. Freeze and be ready to listen when you hear the stop signal.

**Grade Level Progression:**

- L1:** Complete each skill challenge with a focus on reciting skill cues and using correct academic language.
- L2:** Use the Stages of Motor Learning Worksheet to analyze partner's skill development.

## PARTNER PASSING

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Provide implements for striking (such as a paddle) if students have difficulty striking with their hands.
- ✔ Allow 1 student to toss the ball while the other students perform various passes.

ACADEMIC  
LANGUAGE

Above-Chest Pass, Accuracy, Below-Chest Pass, Control, Practice Plan, Rally, Safety, Set

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [9.a,b]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a); Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment (b).
- ✔ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✔ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✔ **Standard 4 [9.g]** Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is a practice plan?
- ✔ **DOK 2:** How can you apply the skills you've learned so far and today's drill in the development of a practice plan?
- ✔ **DOK 3:** How is purposeful practice related to skill development?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content:** Partner passing challenges and the use of challenge cards allow students to interact with skill-development content with both independence and the freedom to focus on individual skill development. As students choose their partners, help guide their choices with a focus on enjoyment, focus, and cooperation.

**SELFIE SPIKES**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate skill cues for spiking.
- ✓ **Cognitive:** I will discuss the speed/accuracy trade-off that exists when spiking.
- ✓ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors during all practice tasks.

TEACHING CUES

- ✓ Partner Toss
- ✓ Self-Set
- ✓ Accurate Spike

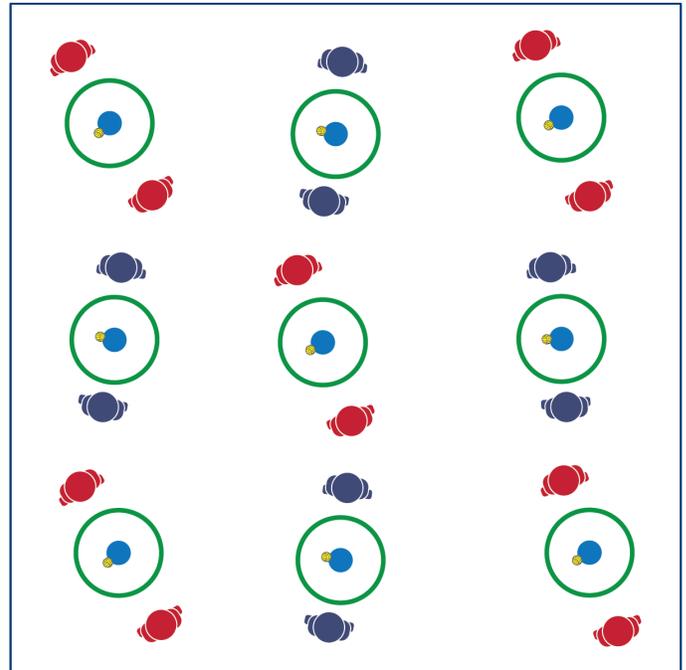
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 hoop per pair of students
- ✓ 1 spot marker per pair
- ✓ 1 Spikeball® or foam ball per pair

**Set-Up:**

1. In a large activity area, place 1 spot marker and 1 ball in the center of a hoop for each pair of students.
2. Pair students, each pair at a hoop.



**Activity Procedures:**

1. This activity is called Selfie Spikes. The object is to land your spikes inside of the hoop.
2. On the start signal, your partner will toss you the ball just above waist level. Self-pass the ball and then spike it into the hoop.
3. Complete 5 attempted spikes and then change roles.
4. When you believe you've mastered level 1 by hitting inside the hoop, move to level 2 by attempting to hit the spot marker.
5. When you hear the stop signal, hold the ball and be ready to listen.

**Grade Level Progression:**

- L1:** Actively engage in skill practice with some discussion on ways to improve their performance.
- L2:** Specifically discuss the speed/accuracy trade-off with respect to improving their Selfie Spikes performance.

## SELFIE SPIKES

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Increase the size of the target area or remove the target altogether.
- ✔ Allow students Increase the number of self-passes allowed before a spike.

ACADEMIC  
LANGUAGE

Accuracy, Grit, Speed, Spike, Trade-off, Purposeful Practice

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✔ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✔ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✔ **Standard 2 [11/12.g]** Analyze movement activities to identify component skills and movement patterns (g).
- ✔ **Standard 4 [9.g]** Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.c]** Identify and avoid potentially dangerous situations in physical activity settings (c).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What would you include on a list describing the pros and cons of hitting a Spikeball® with speed?
- ✔ **DOK 1:** What would you include on a list of reasons why it is important to hit a Spikeball® accurately?
- ✔ **DOK 2:** How would you summarize the speed/accuracy trade-off related to Roundnet spikes?
- ✔ **DOK 3:** How is speed related to accuracy when spiking?

TEACHING  
STRATEGY  
FOCUS

**Preview new content:** Help students see and understand the importance of skill development with Roundnet videos from cooperative Spikeball® teams. You can find dozens of amazing videos at [www.USASpikeball.com](http://www.USASpikeball.com).

**RALLY TIME**

**STUDENT TARGETS**

- ✓ **Skill:** I will demonstrate a variety of Roundnet skills required for maintaining a rally.
- ✓ **Cognitive:** I will discuss the movement concepts and principles related to Roundnet performance.
- ✓ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will work cooperatively to maintain an extended rally.

**TEACHING CUES**

- ✓ Focus on Form
- ✓ Controlled Passes
- ✓ Set to the Net
- ✓ Spike to be Nice

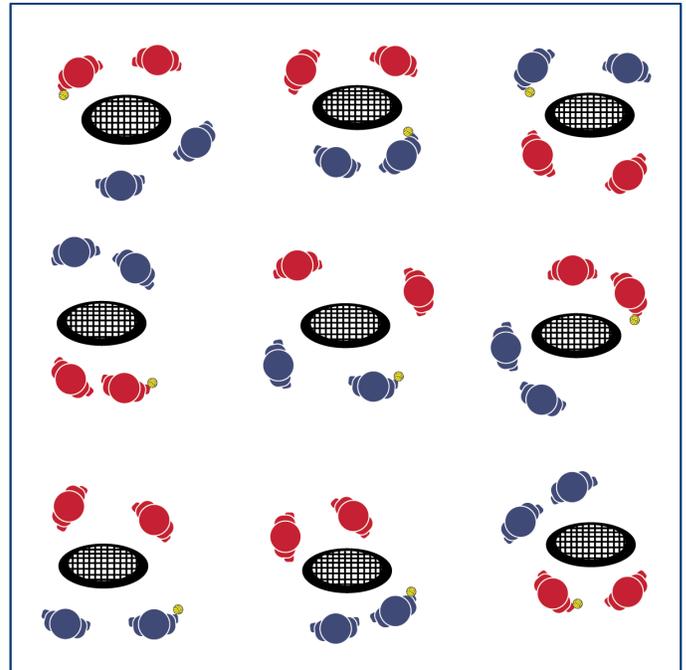
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✓ 1 Spikeball® net or hoop and 1 ball per group of 4 students
- ✓ Use hoops and foam balls if you do not have enough Spikeball® sets for your entire class.

**Set-Up:**

1. Scatter nets/hoops in the activity area, allowing space for vigorous activity.
2. Place 1 Spikeball® at each net.
3. Pair students and send 2 pairs (4 players) to each net.



**Activity Procedures:**

1. Today's activity is a cooperative game called Rally Time.
2. The object of the activity is to build a rally with consecutive Roundnet passes and spikes.
3. Begin each rally with a tossed serve to a member of the opposite team. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession.
4. Each change of possession scores a rally point. Score 10 consecutive possession changes to achieve JV status. Score 20 to achieve Varsity status.
5. Hold the ball and be ready to listen when you hear the stop signal.

**Grade Level Progression:**

- L1:** Participate cooperatively and demonstrate skill elements related to passing and spiking.
- L2:** Analyze personal and group performance, discuss opportunities for improvement, and then execute a plan for purposeful skill refinement.

## RALLY TIME

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Increase the size of the target area (net) or remove the net altogether.
- ✓ Allow the ball to bounce in between passes and spikes.

ACADEMIC  
LANGUAGE

Accuracy, Control, Cooperation, Rally, Respect, Teamwork

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.i]** Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners (i).
- ✓ **Standard 2 [10.b]** Analyze movement activities for component skills and movement patterns for one or more lifetime activities (b).
- ✓ **Standard 4 [9.a]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a).
- ✓ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).
- ✓ **Standard 4 [11/12.b]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What are the movement concepts related to Roundnet participation?
- ✓ **DOK 2:** How do those concepts affect the performance of specific skills or tactical plays?
- ✓ **DOK 2:** How can you apply what you've learned to develop your Roundnet skills? (Teachers: include specific skills when you ask this question. E.g., "How can you apply what you've learned to develop your spiking skills?")

TEACHING  
STRATEGY  
FOCUS

**Help students process content:** It's critical to provide students opportunities for discussing and processing the essential components of Roundnet play. Utilize the movement concept resources in this OPEN module and take time for in-depth discussion, both within small groups and as a class.

**ROUNDNET TABATA**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate a variety of fitness and Roundnet skills during Tabata routines.
- ✓ **Cognitive:** I will discuss the possibilities for organizing Roundnet opportunities in my community.
- ✓ **Fitness:** I will demonstrate safe participation in fitness and Roundnet practice tasks.
- ✓ **Personal & Social Responsibility:** I will work with a partner or group to plan a community Roundnet event.

TEACHING CUES

- ✓ Music is On—Get Active
- ✓ Music is Off—Rest and Get Ready

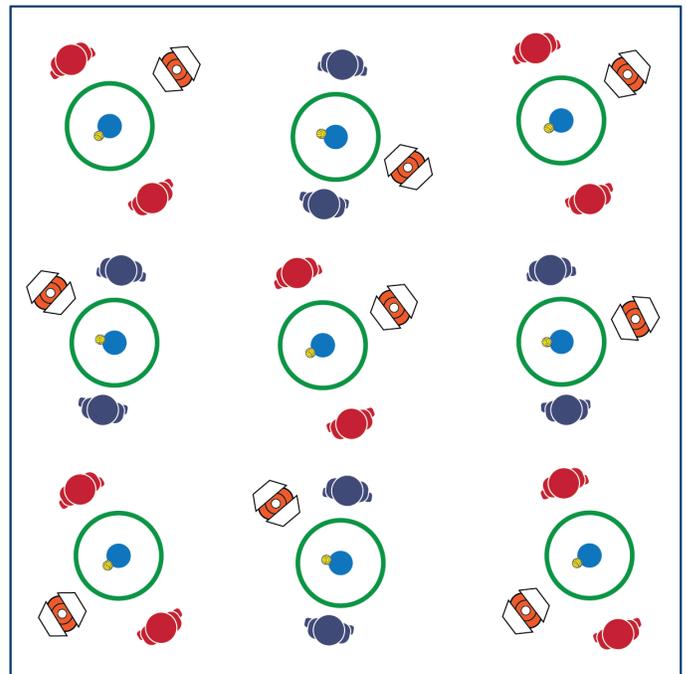
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per pair of students
- ✓ 1 Spikeball® net or hoop per pair
- ✓ 1 Task Tent and large cone per group of 2–6 students
- ✓ 1 Roundnet Tabata Card per group

**Set-Up:**

1. Scatter nets/hoops, cones, Task Tents, and Roundnet Tabata cards in the activity area with enough space for groups to move freely.
2. Create groups of 2–6 students, each group at a cone with 1 Spikeball® or foam ball for each pair of students.



**Activity Procedures:**

1. We're going to blend Roundnet skill practice with a Tabata fitness routine. Our Tabata intervals will run with 20 seconds of activity followed by 10 seconds of rest. We'll complete a series of 4-minute mini workouts using our Roundnet Tabata Cards.
2. When the music starts, begin with task 1 on the card. When the music stops, stop, rest, and prepare for task 2. This pattern will continue until we've completed all of the tasks on the card.

**Grade Level Progression:**

**L1:** Complete the activity with a focus on form and safety.

**L2:** Create personal Roundnet Tabata cards with a focus on skill refinement and progress toward personal fitness goals.

**ROUNDNET TABATA**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Create skill and fitness challenges that match student ability and comfort levels.

ACADEMIC  
LANGUAGE

Community Recreation, Health-Related Fitness, Organize, Skill-Related Fitness, Tabata Interval Training

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✔ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✔ **Standard 2 [10.b]** Analyze movement activities for component skills and movement patterns for one or more lifetime activities (b).
- ✔ **Standard 3 [11/12.f]** Identify and evaluate community resources for selected physical and/or lifetime activities, to include recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups (f).
- ✔ **Standard 4 [9.g]** Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.c]** Identify and avoid potentially dangerous situations in physical activity settings (c).
- ✔ **Standard 4 [11/12.b,d]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Demonstrate safe behavior when participating in or watching physical activity/sport (d).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What would you include on a list about planning a weekend Roundnet tournament or event?
- ✔ **DOK 2:** What do you know about places in the community where you could hold a Roundnet event?
- ✔ **DOK 3:** How would you adapt the Roundnet activities you've learned in class so that new players in the community who have various skill levels could play?

TEACHING  
STRATEGY  
FOCUS

**Help students elaborate on content:** With any class discussion, providing a safe space and time for students to discuss content in depth is important to their ability to apply what they learn in a variety of settings. It can be difficult to allow discussions to spill into planned activity time. However, if the discussion is focused and rich with learning, it's important to validate student ideas and encourage their enthusiasm for the content you've been teaching.

## TOSS DRILLS

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the variety of Roundnet skills required to complete each Toss Drill.
- ✓ **Cognitive:** I will discuss the movement concepts and principles related to my Toss Drill performance.
- ✓ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will work cooperatively in order to help my teammates practice Roundnet skills and strategy.

### TEACHING CUES

- ✓ Demonstrate Control
- ✓ Focus on Form
- ✓ Toss for Success

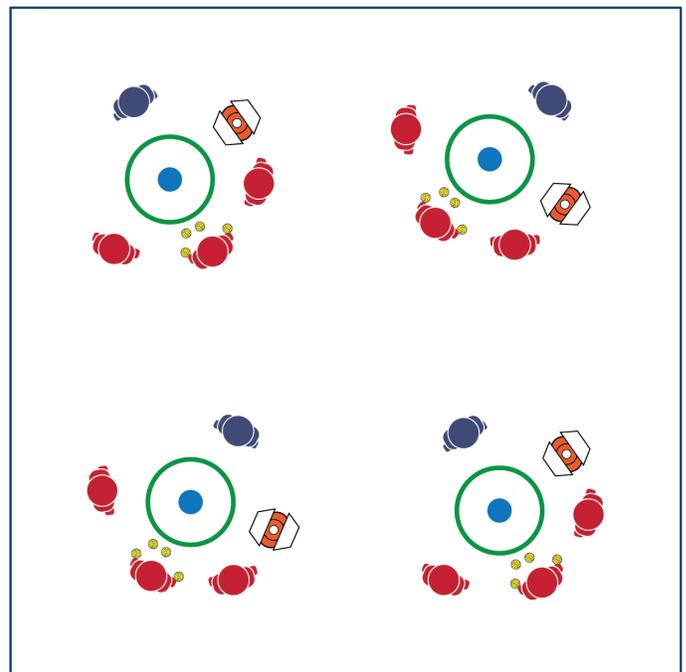
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 3–6 Spikeballs® (or foam balls) per group of 4 students
- ✓ 1 Spikeball® net or hoop per group
- ✓ 1 Task Tent and large cone per group
- ✓ 1 Toss Drills Instruction Card per group

**Set-Up:**

1. Scatter nets/hoops, cones, Task Tents, and Toss Drill Cards in the activity area with enough space for groups to move freely.
2. Create groups of 4 students, each group at a cone with 3–6 Spikeballs® or foam balls.



**Activity Procedures:**

1. It's time to work on strategic spikes by doing toss drills. Designate 1 player to practice spikes, 1 to act as the tosser, and the other 2 to retrieve spiked balls.
2. On the start signal, begin with Clock Drop (task 1 on the instruction card). The spiker will stand next to the hoop, and the tosser will stand 5 feet from the opposite side of the hoop with a handful of Spikeballs®. The other players will space themselves opposite the spiker.
3. On the start signal, the tosser will toss a set over the hoop. The spiker will practice hitting drop shots in all directions. After a series of 10–15 hits, rotate positions so that all players get a turn. Repeat Clock Drops through 2 complete rotations, and then move on to Scramble (task 2 on the instruction card).
4. The set-up for Scramble is the same as Clock Drop. However, now the spiker will be hitting for power. The tosser will rotate around the hoop, forcing the spiker to adjust her/his position. Players retrieving spiked balls will work to prevent spikes from interrupting the play of other groups.

**Grade Level Progression:**

**L1:** After each rotation through a drill, discuss areas of weakness and how to adjust practice to help improve performance.

**L2:** Identify and discuss the states of motor learning with group members with a focus on moving to the next stage.

## TOSS DRILLS

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Increase the size of the target area (net) or remove the net altogether.
- ✓ Ensure the tosser has the skills to make accurate tosses. Use an adult if necessary.
- ✓ Use balloons.

ACADEMIC  
LANGUAGE

Drill, Cooperation, Effort, Force, Lifetime Activity, Movement Concepts Stages of Motor Learning, Set, Strategy

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [9.b]** Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment (b).
- ✓ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a)
- ✓ **Standard 2 [10.b]** Analyze movement activities for component skills and movement patterns for one or more lifetime activities (b).
- ✓ **Standard 4 [9.b]** Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers (b).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** List the Roundnet skills you've learned that you were able to use in today's Toss Drills.
- ✓ **DOK 2:** What did you notice about your performance when you were hitting a drop shot compared to when you were hitting for power?
- ✓ **DOK 3:** Which movement concepts did you demonstrate during each drill? Provide examples to support your answer.

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills, strategies, and processes:** Activity drills are an essential part of skill development in physical education. Toss drills provide an opportunity for this type of skill development while also allowing students to practice the cooperative and personal responsibility needed for this type of learning.

**PEPPER**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the Roundnet skills and strategies required to play Pepper.
- ✓ **Cognitive:** I will discuss the movement concepts and principles related to my Pepper performance.
- ✓ **Fitness:** I will remain actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect for my classmates by using positive and encouraging language during challenging tasks.

TEACHING CUES

- ✓ Controlled Passes
- ✓ Set to the Net

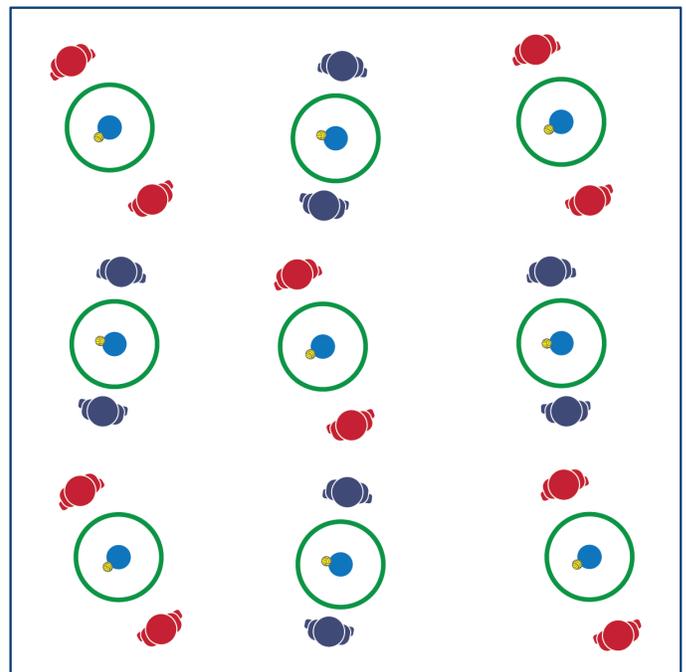
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per pair of students
- ✓ 1 Spikeball® net or hoop per pair

**Set-Up:**

1. Scatter nets/hoops in the activity area with enough space for groups to move freely.
2. Pair students, each pair at a net/hoop with a Spikeball® or foam ball.



**Activity Procedures:**

1. It's time to practice our first-touch defense with a game of Pepper. The object is for you and your partner to keep your Pepper rally going as long as possible using a series of 3 hits (pass, set, spike).
2. Player 1 will serve the ball to player 2. Player 2 will defend the serve with a good pass back to player 1. Player 1 will then set the ball back to player 2, who will spike the ball onto the net.
3. Player 1 will then defend the spike with a good pass back to player 2. Player 2 will set the ball back to player 1, who will spike the ball onto the net.
4. Keep this alternating pattern going as long as you can. When a dead ball occurs, restart with a fresh serve.

**Grade Level Progression:**

- L1:** Demonstrate all Roundnet-specific skills required for successful Pepper rallies.
- L2:** Discuss movement concepts and principles in relation to the speed/accuracy trade-off in spiking.

## PEPPER

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Increase the size of the target area (net) or remove the net altogether.
- ✔ Allow the ball to bounce in between passes/spikes.

ACADEMIC LANGUAGE

Accuracy, Competency, Etiquette, Refine, Speed, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✔ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✔ **Standard 1 [11/12.i]** Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners (i).
- ✔ **Standard 2 [11/12.g]** Analyze movement activities to identify component skills and movement patterns (g).
- ✔ **Standard 4 [9.a]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a).
- ✔ **Standard 4 [11/12.b]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What would you include on a list about the relationships involved within the game of Roundnet?
- ✔ **DOK 2:** How does the relationship between the ball's trajectory off the net and your positioning affect your performance?
- ✔ **DOK 3:** What facts can you select to support the existence of the relationships included on your previous list? Elaborate on why you chose those facts.

TEACHING STRATEGY FOCUS

**Review content:** Success in Pepper requires the combination of all basic passing and spiking skills. As students perform with partners, find individual and group moments in which you can stop play, discuss ways students can improve, and then help them apply what has been discussed in their performance.

**1 V 1**

**STUDENT TARGETS**

- ✓ **Skill:** I will demonstrate the Roundnet skills and strategies required to play 1v1.
- ✓ **Cognitive:** I will identify and then demonstrate proper etiquette for competitive Roundnet play.
- ✓ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will choose an appropriate level of challenge in order to experience both success and improvement.

**TEACHING CUES**

- ✓ Self-Set and then Spike
- ✓ Be Ready to Move in Athletic Stance

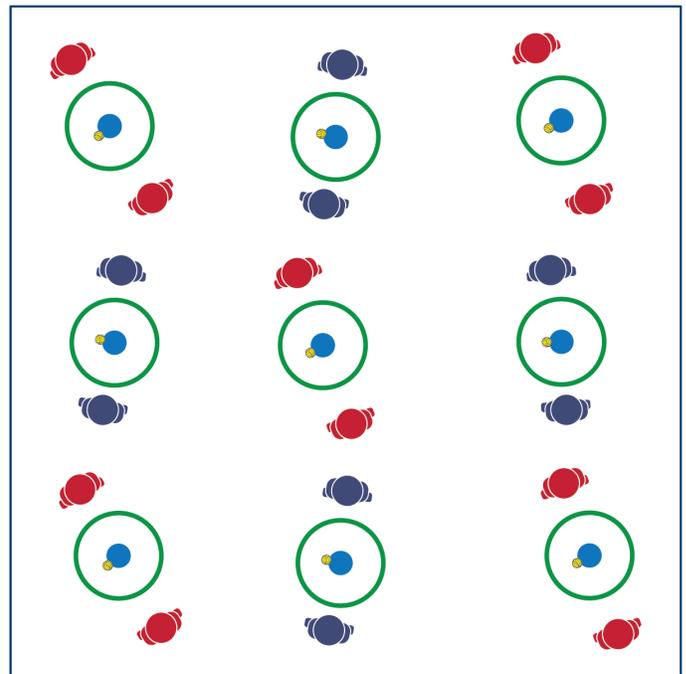
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per pair of students
- ✓ 1 Spikeball® net or hoop per pair
- ✓ Roundnet Etiquette Discussion Card

**Set-Up:**

1. Scatter nets/hoops in the activity area with enough space for groups to move freely.
2. Pair students, each pair at a net/hoop with a Spikeball® or foam ball.



**Activity Procedures:**

1. Let's play some 1v1. The rules are the same as classic Roundnet with 2 modifications.
2. First, players can self-pass the ball before spiking. Each player gets up to 3 hits per possession (2 self-passes and a spike). Second, the court is split into 2 sides, and you can only hit the ball toward your opponent's side.
3. Games will run for 3 minutes (or any time limit), and then we'll rotate to a new opponent. Begin on the start signal and keep your own score.

**Grade Level Progression:**

- L1:** Identify and demonstrate proper etiquette for competitive Roundnet play.  
**L2:** Self-identify a preferred challenge level and choose opponents based on that preference.

## 1 V 1

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Increase the size of the target area (net) or remove the net altogether.
- ✔ Increase the number of allowed self-passes.
- ✔ Allow the ball to bounce in between passes/spikes.

ACADEMIC  
LANGUAGE

Challenge, Etiquette, Movement Concepts, Safety, Success

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [10.d]** Demonstrate appropriate and proper use of equipment in one or more lifetime activities (d).
- ✔ **Standard 3 [11/12.f]** Identify and evaluate community resources for selected physical and/or lifetime activities, to include recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups (f).
- ✔ **Standard 4 [9.a,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.c]** Identify and avoid potentially dangerous situations in physical activity settings (c).
- ✔ **Standard 4 [11/12.b]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).
- ✔ **Standard 5 [10.b]** Evaluate current activity and intensity levels (b).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How would you describe the different elements of Roundnet etiquette?
- ✔ **DOK 2:** How does following etiquette affect the experience of Roundnet participants?
- ✔ **DOK 3:** What facts would you select to support the importance of respecting Roundnet etiquette? Elaborate on why you chose those facts.

TEACHING  
STRATEGY  
FOCUS

**Help students examine their reasoning:** Due to past competitive experiences (as either a participant or a spectator), it may be easier for students to discuss proper etiquette than to actually demonstrate it. When etiquette missteps occur, it is a teachable moment for individuals and the class. Work to demonstrate patience and understanding in these situations in order to encourage the development of attitudes and values that will eventually promote and defend proper etiquette.

**1 ON 1 ON 1**

**STUDENT TARGETS**

- ✓ **Skill:** I will demonstrate the Roundnet skills and strategies required to play 1 on 1 on 1.
- ✓ **Cognitive:** I will discuss best practices for safe Roundnet participation.
- ✓ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will value and demonstrate safe behaviors.

**TEACHING CUES**

- ✓ Player that Spikes Now Plays Defense
- ✓ Set to the Net

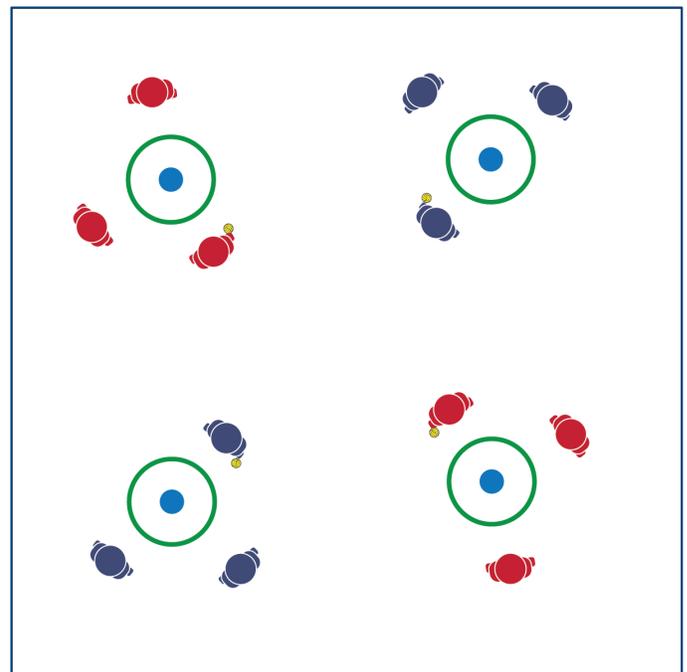
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per group of 3 students
- ✓ 1 Spikeball® net or hoop per group

**Set-Up:**

1. Scatter nets/hoops in the activity area with enough space for groups to move freely.
2. Create groups of 3 students, each group at a net/hoop with a Spikeball® or foam ball.



**Activity Procedures:**

1. Let's keep working on our passing and striking skills with a game of 1 on 1 on 1. The rules are the same as classic Roundnet, but with 3 players.
2. Play starts with player 1 serving to player 2. Player 2 and player 3 are now on a team and have 3 touches to hit the ball off the net. If player 3 hits the ball off the net, players 1 and 2 are on a team and have 3 hits to make a Spike.
3. Play continues in this way, with the player who makes the spike then working to defend against the hits of the other two players.
4. No score is kept during 1 on 1 on 1. Each rally is a mini-game of its own.

**Grade Level Progression:**

**L1:** Identify and demonstrate best practices for safe Roundnet participation.

**L2:** Self-identify a preferred challenge level and choose opponents based on that preference.

## 1 ON 1 ON 1

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Increase the size of the target area (net) or remove the net altogether.
- ✓ Allow the ball to bounce in between passes/spikes.

ACADEMIC LANGUAGE

Ethical, Respect, Safety, Strategy, Value

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 4 [9.a,e,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply communication skills and strategies that promote positive team/group dynamics (e); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✓ **Standard 4 [10.a,e]** Explain the importance of and demonstrate communication skills in physical activity settings (a); Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance (e).
- ✓ **Standard 4 [11/12.b,c]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Demonstrate proper care of athletic/activity equipment (c).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you recognize safe participation? How can you recognize unsafe participation?
- ✓ **DOK 2:** How is hydration related to safe participation? How is the use of equipment related to safe participation?
- ✓ **DOK 3:** Can you predict participants' level of enjoyment if all players practice safe behaviors?

TEACHING STRATEGY FOCUS

**Manage response rates with tiered questioning techniques:** Safety is the most important aspect of physical activity participation, and because of this, physical educators often remain direct when it comes to safety instruction. While it is important for safety rules to be clearly and directly established, it's also important to help students discuss and process the reasons why safety is paramount. The use of tiered question sets like the one above can help students explore multiple aspects of safe participation while allowing them to express their ideas and concerns.

**3 V 3**

**STUDENT TARGETS**

- ✓ **Skill:** I will demonstrate the Roundnet skills and strategies required to play 3v3.
- ✓ **Cognitive:** I will discuss the importance of teamwork with respect to Roundnet performance.
- ✓ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will demonstrate teamwork and cooperative behaviors.

**TEACHING CUES**

- ✓ Safe Play
- ✓ Fair Play
- ✓ Honor the Game

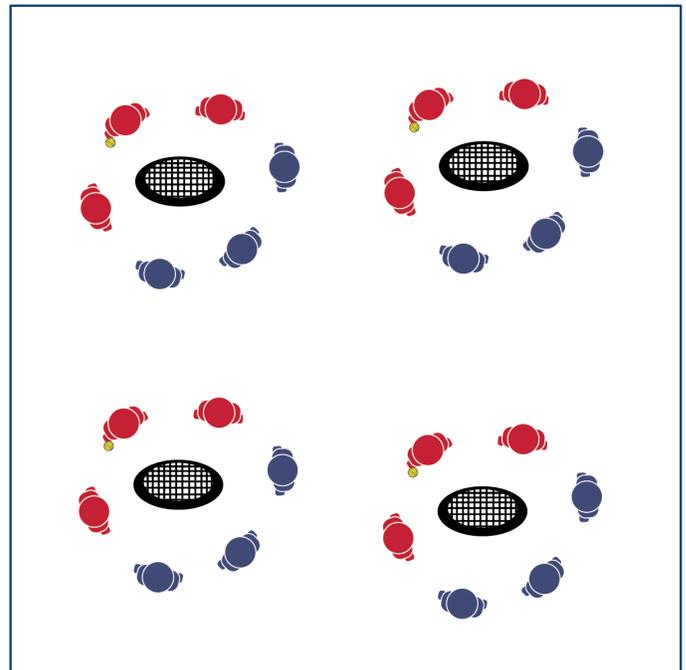
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per group of 6 students
- ✓ 1 Spikeball® net or hoop per group

**Set-Up:**

1. Scatter nets/hoops in the activity area with enough space for groups to move freely.
2. Create teams of 3 students, with 2 teams at a net/hoop with a Spikeball® or foam ball.



**Activity Procedures:**

1. We're going to work on our game play with teams of 3 playing classic Roundnet rules. (Adding the 3<sup>rd</sup> player makes it a little easier for teams to return serves and extend rallies.)
2. Each team still gets only 3 hits (pass, set, spike) per possession. Any time there is player interference because the play area is crowded, simply redo the point.
3. Games will run for 3 minutes (or any time limit), and then we'll rotate to a new opponent. Begin on the start signal and keep your own score.

**Grade Level Progression:**

- L1:** Identify and demonstrate proper etiquette for competitive Roundnet play.  
**L2:** Self-identify a preferred challenge level and choose opponents based on that preference.

## 3 V 3

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Increase the size of the target area (net) or remove the net altogether.
- ✔ Allow the ball to bounce in between passes/spikes.

ACADEMIC LANGUAGE

Challenge, Competition, Etiquette, Movement Concepts, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [11/12.a,j]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a); Compare and contrast strategies used in class performance of activities with college-level, preprofessional, or professional levels of activity (j).
- ✔ **Standard 2 [10.b]** Analyze movement activities for component skills and movement patterns for one or more lifetime activities (b).
- ✔ **Standard 4 [9.e]** Apply communication skills and strategies that promote positive team/group dynamics (e).
- ✔ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).
- ✔ **Standard 4 [11/12.b]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is teamwork?
- ✔ **DOK 2:** How would you compare and/or contrast a team's Roundnet performance that demonstrates teamwork with a performance that doesn't?
- ✔ **DOK 3:** What facts would you select to support the importance of teamwork to Roundness success? Can you elaborate on why you chose those facts?

TEACHING STRATEGY FOCUS

**Help students practice skills:** Organizing students to play 3v3 Roundnet aligns with the importance of modifying games and activities to encourage participation. Using experiences this this, older students can often create additional modifications that meet their needs and activity preferences.

**ROUNDNET**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the skills and strategies required to play a full game of Roundnet.
- ✓ **Cognitive:** I will discuss space as a movement concept related to Roundnet performance.
- ✓ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will demonstrate behaviors appropriate for competitive environments.

TEACHING CUES

- ✓ Safe Play
- ✓ Fair Play
- ✓ Honor the Game

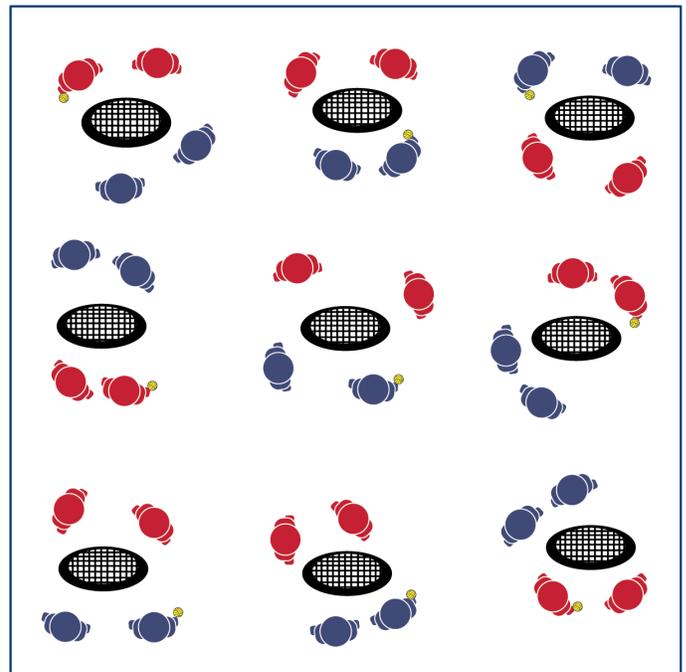
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per group of 4
- ✓ 1 Spikeball® net or hoop per group

**Set-Up:**

1. Scatter nets/hoops in the activity area with enough space for groups to move freely.
2. Create teams of 2 students, with 2 teams at a net/hoop with a Spikeball® or foam ball.



**Activity Procedures:**

1. Now we're ready for classic Roundnet play.
2. This is a 2v2 game with a maximum of 3 touches per possession (pass, set, spike).
3. Rally scoring is in effect (a team is awarded a point after each possession). Teams winning the point also win the right to make the next serve.
4. Games will run for 3 minutes (or any time limit), and then we'll rotate to a new opponent. Begin on the start signal and keep your own score.

**Grade Level Progression:**

- L1:** Define and govern play with the Spirit of the Game.
- L2:** Self-identify a preferred challenge level and choose opponents based on that preference.

## ROUNDNET

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Increase the size of the target area (net) or remove the net altogether.
- ✔ Allow the ball to bounce in between passes/spikes.

ACADEMIC  
LANGUAGE

Appropriate, Competition, Ethical, Movement Concepts, Respect, Spirit of the Game, Teamwork

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✔ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✔ **Standard 1 [11/12.i]** Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners (i).
- ✔ **Standard 4 [9.a,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✔ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).
- ✔ **Standard 4 [11/12.b]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How would you describe the importance of space as a movement concept related to Roundnet performance?
- ✔ **DOK 2:** How does spacing affect performance on offense? Defense?
- ✔ **DOK 3:** What facts or examples from today's game play would you select to support the importance of space for Roundnet performance? Elaborate on why you chose those facts/examples.

TEACHING  
STRATEGY  
FOCUS

**Help students elaborate on content:** At this point in a module, students are combining multiple skills with essential strategies and concepts, often without recognizing the complex nature of their performance. Use group discussion opportunities to challenge students cognitively and to encourage deeper thinking through elaboration on facts, examples, and personal experiences.

**COMPASS DRAW TOURNAMENT**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the skills and strategies required play Roundnet.
- ✓ **Cognitive:** I will discuss the meaning of completion, including some of the benefits it can have on skill development.
- ✓ **Fitness:** I will remain actively engaged.
- ✓ **Personal & Social Responsibility:** I will exhibit proper etiquette and respect for my teammate and opponents.

TEACHING CUES

- ✓ Safe Play
- ✓ Fair Play
- ✓ Honor the Game

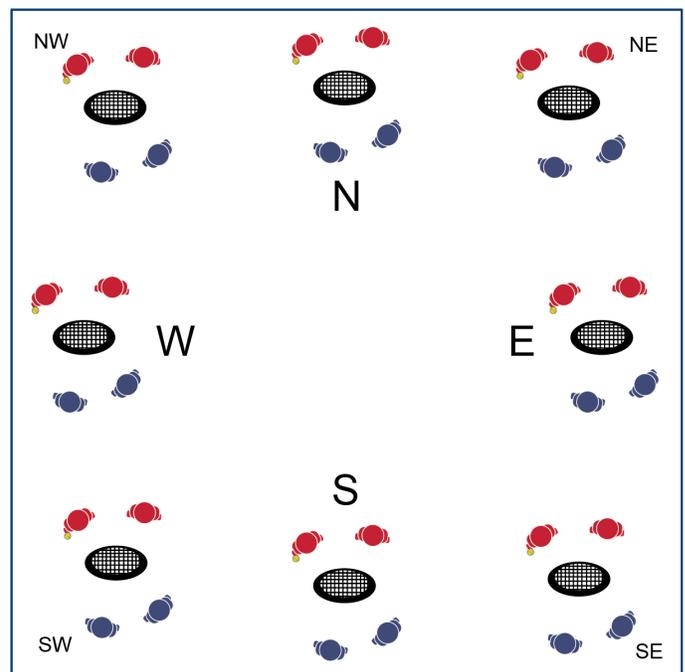
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 Spikeball® (or foam ball) per group of 4
- ✓ 1 Spikeball® net or hoop per group
- ✓ 1 Task Tent, Compass Card, and large cone per compass point (see set-up)

**Set-Up:**

1. Set nets/hoops in a compass formation (N,S,E,W) with enough space for groups to move freely. Use NW, NE, SW, SE if necessary.
2. Use Task Tents, Compass Cards, and cones to identify compass points.
3. Create teams of 2 students, with 2 teams at a net/hoop with a Spikeball® or foam ball.



**Activity Procedures:**

1. We're going to participate in a Compass Draw Tournament. Your team's objective is to make it to the North net.
2. Winning teams rotate clockwise toward the North net. Losing teams rotate counterclockwise. Winners on the North net stay and defend their net. Losing teams at the Northeast net stay and try to win their way to the East net.
3. With large classes, place a champion net and a challenger net at each compass point. Teams must work their way to the champion net and win there before advancing to the next compass point. Likewise, teams losing at the champion net move to the challenger net.

**Grade Level Progression:**

**L1:** Define and govern play with the Spirit of the Game.

**L2:** Create a pro-circuit tournament and a recreation league tournament. Allow students to self-identify a preferred challenge level and choose a tournament based on that preference.



**TOURNAMENT PLAY**

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Increase the size of the target area (net) or remove the net altogether.
- ✓ Allow the ball to bounce in between passes/spikes.

ACADEMIC LANGUAGE

Appropriate, Competition, Ethical, Movement Concepts, Respect, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✓ **Standard 4 [9.b,e]** Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers (b); Apply communication skills and strategies that promote positive team/group dynamics (e).
- ✓ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).
- ✓ **Standard 5 [10.b]** Evaluate current activity and intensity levels (b).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is competition?
- ✓ **DOK 2:** How does competition affect your effort during game play?
- ✓ **DOK 3:** How is competition related to skill development in Roundnet and other sport activities?

TEACHING STRATEGY FOCUS

**Organize students to interact with content:** The use of the Compass Draw Tournament format provides a competitive structure that typically results in teams pairing with teams at a similar skill level. There is an element of competitive progression without an over-emphasis on crowning a tournament champion. Experiment with this format and modify it to meet the needs of your classes.

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.b]** Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).

### FOCUS TARGETS

- ✓ **Skill:** I will demonstrate skill cues for under- and above-chest passing.
- ✓ **Cognitive:** I will define and use a minimum of 4 Roundnet academic language words in proper context.
- ✓ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors during all practice tasks.

### ACADEMIC LANGUAGE

- ✓ Above-Chest Pass
- ✓ Below-Chest Pass
- ✓ Purposeful Practice
- ✓ Safety
- ✓ Stages of Motor Learning

### SELECTED ASSESSMENT

- ✓ Holistic Rubric

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students enter the activity area, pair with another student, and immediately begin working on self-passing challenges using the challenge cards posted on Task Tents. When all students are active and ready, stop the activity, provide a hook using Spikeball® video footage, and cover skill cues.</p>	<p>Self-Passing Challenges</p>	<p><b>DOK 1:</b> How can you recognize a below-chest and above-chest pass?  <b>DOK 2:</b> How does the placement of a pass, spike, or serve affect the pass you would give?  <b>DOK 3:</b> How is the pass related to Spikeball® game play?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Partner Passing Challenge Cards are positioned on the opposite side of the task tent. Students turn cone, receive instruction, and then begin working.</p>	<p>Partner Passing</p>	<p><b>DOK 1:</b> What is a practice plan?  <b>DOK 2:</b> How can you apply the skills you've learned so far and today's drill in the development of a practice plan?  <b>DOK 3:</b> How is purposeful practice related to skill development?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Begin Selfie Spikes only if students are ready and prepared to move on from passing challenges. If appropriate, allow some students to continue with passing challenges, while others advance to selfie spikes.</p>	<p>Selfie Spikes</p>	<p><b>DOK 1:</b> What would you include on a list describing the pros and cons of hitting a Spikeball® with speed?  <b>DOK 1:</b> What would you include on a list of reasons why it is important to hit a Spikeball® accurately?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Present students with the expectations and criteria from the Holistic Performance Rubric.</p>		

# ABOVE-CHEST PASS

(noun)

**A method of passing a ball that requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.**

TJ's **above-chest pass** was so accurate that Kevin didn't even have to stretch his arms out to catch it.



# ACCURACY

(noun)

The quality of being correct,  
precise, or on target.

---

Harry knew his spikes would be more successful if  
he practiced and improved his **accuracy**.



# APPROPRIATE

(adjective)

**Correct or right for a given situation or setting.**

---

Annie's level-headed response to her team's loss was both **appropriate** and mature.



# BELOW-CHEST PASS

(noun)

A method of passing a ball that requires hand placement at waist level, palms out, and fingers away from the body.

Sandy's hand placement during her **below-chest pass** was perfect, and it went right to Angela.



# BEST PRACTICE

(noun)

**Content-specific procedures/behaviors that are accepted or prescribed as being correct or most effective.**

Mr. Brown brought in a guest speaker from the Spikeball Roundnet Association to teach us the **best practices** for Roundnet skill development.



# CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

---

Roundnet can be a **challenge** for people who have never played a raquet game before.



# COMMUNITY RECREATION

(noun)

**A range of activities, resources and experiences planned for and carried out to meet the recreation needs of a community of people.**

---

Organizations that provide **community recreation** serve a true need for the public.



# COMPETENCE

(noun)

**The ability to successfully and consistently complete a task or perform a skill.**

---

The best way to gain **competence** in serving is to practice over and over.



# COMPETITION

(noun)

**An event or contest between two or more people or teams.**

---

Joey and Emily smiled and shook hands with their **competition** before the match began.



# CONTROL

(verb)

To manage or regulate the movement or actions of something.

If you hit the birdie too hard, it will fly out of your **control**.



# COOPERATION

(noun)

The process of working together for a common goal or outcome.

During a game of Roundnet, teammates have to rely on **cooperation** in order to score.



# DRILL

(noun)

**A repeated exercise meant to instruct or train participants in a specific skill.**

Serving **drills** are a great way to get better at placing the birdie into play.



# EFFORT

(noun)

**A) In movement concepts, this refers to how the body moves and applies the concepts of time (fast, slow) force (strong, light), and flow (bound, free) to specific movement situations.**

**B) The amount of determination or exertion used to accomplish a goal.**

---

Skill can only get you so far in a competition; you must also exert great **effort**.



# ETHICAL

(adjective)

Relating to ethics; principles that guide positive, moral action.

---

It is not always easy to make **ethical** decisions, but it is always right.



# ETIQUETTE

(noun)

**The set of customary or acceptable behaviors among members of a group or in a specific setting.**

---

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.



# FORCE

(noun)

**An influence of energy/strength that changes the motion of an object or produces movement of a stationary object.  
[Force = Mass X Acceleration].**

---

Bethel attempted to use less **force** so that the birdie would drop just over the net.



# GRIT

(noun)

**The combination of passion and perseverance, which allows an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.**

---

Christine's **grit** allowed her to be resilient, practicing again and again until she mastered her serve.



# HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Roundnet is a great way to improve **health-related fitness.**



# LIFETIME ACTIVITY

(noun)

**An activity, exercise, or sport one can enjoy throughout their lifetime, from childhood to old age.**

Jogging is Maria's favorite **lifetime activity**.



# MOVEMENT CONCEPTS

(noun)

The elements important in the study of human movement: **body awareness, space, and qualities of movement (force, balance, time, and flow).**

Archie was able to apply what he'd learned about **movement concepts** to his Roundnet skill practice.



# ORGANIZE

(verb)

To arrange something into  
a structured order.

---

Sydney **organized** her workouts into a detailed  
practice plan.



# PRACTICE PLAN

(noun)

- A) A written itinerary for a single sport practice session or workout.
- B) A strategically organized calendar of game or sport practice sessions and workouts.

---

Developing a **practice plan** will help you bring intention and focus into your practice, which will make it more effective.



# PURPOSEFUL PRACTICE

(noun)

**Structured and focused activity designed to improve skill and performance through challenging tasks that provide feedback through trial, error, adjustment, and success.**

**Purposeful practice helped David perfect his spike.**



# RALLY

(noun)

**The act of hitting of a ball back and forth between players before a point is scored.**

---

Open communication allowed the teams to perform six **rallies** before the birdie was spiked.



# REFINE

(verb)

**To improve something by making small, incremental changes.**

---

Kate **refined** her strategy over and over until she felt that it was perfect.



# RESPECT

(noun)

**A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.**

---

Brandon has the utmost **respect** for Sarah because of her composure under pressure and kindness toward her opponents.



# SAFETY

(noun)

**The condition of being protected against physical, social, and emotional harm.**

**Safety** is everyone's responsibility during physical education class.



# SET

(noun)

**Strategic passes between players in order to position the ball for a spike.**

Melanie and Jeff performed **sets** in order to allow Norah to spike the birdie,



# SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

The components of **skill-related fitness** are all important when playing Roundnet.



# SPEED

(noun)

**The ability to propel the body or a part of the body rapidly from one point to another.**

---

You'll need a lot of **speed** if you want to save a spike hit on the other side of the court.



# SPIKE

(verb)

**To hit a ball or other object with a powerful, overarm motion so that it travels down into the area your opponents are defending.**

**Spiking** the birdie can be a very effective way to score points.



# SPIRIT OF THE GAME

(noun)

An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

Will, James, Tessa, and Clary had a great time playing Roundnet because everyone respected the **spirit of the game** by playing fairly and staying positive.



# STAGES OF MOTOR LEARNING

(noun)

The three stages through which the brain uses practice or experience in order to learn a movement or skill; they include Cognitive (understanding the skill), Associative (refining the ability to perform the skill), and Autonomous (the skill becomes mostly automatic).

---

Jimmy understood what was required to serve the birdie, and so he moved to the Associative **stage of motor learning**; he practiced over and over.



# STRATEGY

(noun)

**A plan of action for achieving a goal.**

---

Mr. Sporado explained that your team will be more likely to win if you have a solid **strategy** going in to the match.



# SUCCESS

(noun)

**The accomplishment of a goal or purpose.**

---

**Success** is not just something you achieve; it is something you earn through dedication and effort.



# TABATA INTERVAL TRAINING

(noun)

A form of high intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by 8 rounds with 20-second intervals of high intensity exercise followed by 10 seconds of rest. Oftentimes, this 4-minute interval pattern is repeated 4 times to create a 20-minute workout routine.

Wylan loved to use **Tabata Interval Training** to stay in shape.



# TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

---

It takes well-coordinated **teamwork** in order to perform an effective set and spike.



# TRADE-OFF

(noun)

**A situation in which one must choose between or balance two mutually exclusive alternatives.**

---

Sometimes improving your health involves making a **trade-off** between eating unhealthy foods and fueling your body with the nutrients it needs.



# VALUE

(noun)

**A) The importance, worth, or usefulness of something.**

**B) A person's principles, morals, or judgments of what is important in life.**

---

Because living a healthy life is one of Danica's **values**, she exercises regularly and eats healthy foods.





**SELF PASSING CHALLENGE CARD**

**Keep the ball in the air for as long as you can.  
How many successful self-passes can you make?**

**Junior Varsity (JV) = 10 in a row**

**Varsity = 20 in a row**

<b>Level 1</b>	<b>Use below-chest passes only</b> (3 attempts then take turns with a partner)
<b>Level 2</b>	<b>Use above-chest passes only</b> (3 attempts then take turns with a partner)
<b>Level 3</b>	<b>Use a combination of above- &amp; below-chest passes</b> (3 attempts then take turns with a partner)
<b>Level 4</b>	<b>Alternate left/right below-chest passes only</b> (3 attempts then take turns with a partner)
<b>Level 5</b>	<b>Alternate left/right using any passes</b> (3 attempts then take turns with a partner)
<b>Level 6</b>	<b>Create a 10-Touch passing routine</b> (See if your partner can repeat your routine.)



**PARTNER PASSING CHALLENGE CARD**

**With a partner, keep the ball in the air for as long as you can.  
How many successful passes can you make?**

**Junior Varsity (JV) = 10 in a row**

**Varsity = 20 in a row**

<b>Level 1</b>	<b>Use either above- or below-chest passes. Make consecutive passes with your partner.</b>
<b>Level 2</b>	<b>Use either above- or below-chest passes. Make 1 self-pass and then pass to your partner.</b>
<b>Level 3</b>	<b>One partner hits an above-chest pass, the other hits a below-chest pass.</b>
<b>Level 4</b>	<b>Repeat level 3, but switch roles.</b>
<b>Level 5</b>	<b>Make the all-star team! Complete 30 in a row at each level.</b>

**PASSING CUE CHART**

**Critical Elements and Cues For...**

**Below-Chest Pass**

**1) Athletic Stance**

- ✓ Feet and Knees Ready
- ✓ Hands Ready
- ✓ Eyes Ready

**2) Hand Placement**

- ✓ Waist Level
- ✓ Palms Up and Out
- ✓ Fingers Away

**3) Palm Strike**

- ✓ Palm Flat
- ✓ Contact Between Heel and Fingers

**Above-Chest Pass**

**1) Athletic Stance**

- ✓ Feet and Knees Ready
- ✓ Hands Ready
- ✓ Eyes Ready

**2) Hand Placement**

- ✓ Shoulder Level
- ✓ Palms Out
- ✓ Fingers in Toward Head

**3) Palm Strike**

- ✓ Palm Flat
- ✓ Contact Between Heel and Fingers

## SPIKING CUE CHART

### Critical Elements and Cues For...

#### Novice and Advanced Spikes

❖ A novice spike is made at head-height. An advanced spike is made at waist-height.

##### 1) Power Stance

- ✓ Sideways Stance
- ✓ Feet Shoulder Width
- ✓ Eyes on the Ball

##### 2) Core Rotation

- ✓ Rotate Hips
- ✓ Spike Hand Up
- ✓ Palm Open
- ✓ Swing Down

##### 3) Palm Strike/Follow Through

- ✓ Palm Flat
- ✓ Contact Between Heel and Fingers
- ✓ Follow Down and Through Contact

# ROUNDNET ROUTINE CARD

## Self-Passing Routine Card

Set #	Exercise Name	Interval Start
1	<b>Below-Chest Self Passes (Right Hand Only)</b>	<b>0:00</b>
	Rest 10 Seconds	
2	<b>Plank Ball Taps</b>	<b>0:30</b>
	Rest 10 Seconds	
3	<b>Below-Chest Self Passes (Left Hand Only)</b>	<b>1:00</b>
	Rest 10 Seconds	
4	<b>Half-Jacks</b>	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Below-Chest Self Passes (Alternate Hands)</b>	<b>2:00</b>
	Rest 10 Seconds	
6	<b>Plank Ball Taps</b>	<b>2:30</b>
	Rest 10 Seconds	
7	<b>Above-Chest Self Passes (Either Hand)</b>	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Half-Jacks</b>	<b>3:30</b>
	Rest 10 Seconds	

# ROUNDNET ROUTINE CARD

## Partner-Passing Routine Card

Set #	Exercise Name	Interval Start
1	<b>Below-Chest Partner Passes (Right Hand Only)</b>	<b>0:00</b>
	Rest 10 Seconds	
2	<b>Below-Chest Partner Passes (Right Hand Only)</b>	<b>0:30</b>
	Rest 10 Seconds	
3	<b>Below-Chest Partner Passes (Left Hand Only)</b>	<b>1:00</b>
	Rest 10 Seconds	
4	<b>Below-Chest Partner Passes (Left Hand Only)</b>	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Below-Chest Partner Pass to Above-Chest Return Pass</b>	<b>2:00</b>
	Rest 10 Seconds	
6	<b>Below-Chest Partner Pass to Above-Chest Return Pass</b>	<b>2:30</b>
	Rest 10 Seconds	
7	<b>Any Pass, Any Hand (Set High Score)</b>	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Any Pass, Any Hand (Beat High Score)</b>	<b>3:30</b>
	Rest 10 Seconds	

**ROUNDNET ROUTINE CARD****Rally Time Routine Card**

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Rally Time Work</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Speed Rope</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Rally Time Work</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Speed Rope</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Rally Time Work</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Speed Rope</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Rally Time Work</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Speed Rope</b>	<b>3:30</b>
	Rest 10 Seconds	



## TOSS DRILLS

**Cooperate for maximum skill development and fun!**

### **CLOCK DROP DRILL**

1. The spiker stands next to the hoop, and the tosser stands 5 feet from the opposite side of the hoop with a handful of Spikeballs®. Other players space themselves opposite the spiker.
2. On the start signal, the tosser will toss a set over the hoop. The spiker will practice hitting drop shots in all directions. Other players will collect the shots.
3. After a series of 10–15 hits, rotate positions so that all players get a turn.
4. Repeat through 2 complete rotations, and then move on to Scramble Drill.

### **SCRAMBLE DRILL**

1. Set-up for Scramble is the same as Clock Drop above.
2. However, the spiker will hit for power.
3. The tosser rotates around the hoop while tossing sets over the net. This forces the spiker to adjust her/his position.
4. Other players retrieving spiked balls will move quickly to prevent spikes from interrupting the play of other groups.
5. After a series of 10–15 hits, rotate positions so that all players get a turn.
6. Repeat through 2 complete rotations, and then repeat the Clock Drop Drill.



## MOVEMENT CONCEPTS

Move to improve: think and work toward skill refinement.

### Manipulative Skill Focus: Passes and Spikes

#### Think about space:

- ✓ Where does your body move through space?
- ✓ Where does the Spikeball<sup>®</sup> move through space?
- ✓ Why is it important to think about space?

#### Think about movement through space:

- ✓ Location
- ✓ Direction
- ✓ Levels
- ✓ Pathways
- ✓ Extensions

#### Examples:

- ✓ When moving to return a spike, a straight line is the best pathway to take in order to position your body for striking. What might force you to move on a curved or zig-zag pathway?
- ✓ Passing the ball to your partner with an arc allows her/him to track and prepare for their next strike.

## MOVEMENT CONCEPTS

Move to improve: think and work toward skill refinement.

### Manipulative Skill Focus: Passes and Spikes

#### Think about relationships:

- ✓ Where are you positioned with respect to your partner, the net, your opponents?
- ✓ Where is the Spikeball<sup>®</sup> with respect to your body and the net before you hit it?
- ✓ Where do you want to set the Spikeball<sup>®</sup> with respect to your partner and the net in order to gain an advantage?
- ✓ Why is it important to think about relationships?

#### Think about spatial relationships:

- ✓ With your body
- ✓ With your opponent
- ✓ With your partner
- ✓ With the Spikeball<sup>®</sup>
- ✓ With the net

#### Examples:

- ✓ A drop shot is best used when your opponent is positioned away from the net and you place your shot just off the net.
- ✓ An above-chest pass is used when the Spikeball is hit above your head.

*Adapted for Roundnet using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education. George Graham, Shirley Ann Holt/Hale, Melissa Parker.*

## MOVEMENT CONCEPTS

**Move to Improve: Think and work toward skill refinement.**

### Manipulative Skill Focus: Passes and Spikes

**Think about effort:**

- ✓ How does your body move through space?
- ✓ How does the Spikeball<sup>®</sup> move through space?
- ✓ How are you bound to the net and other boundaries?
- ✓ Why is it important to think about effort?

**Think about your effort:**

- ✓ Time (Fast–Slow)
- ✓ Force (Strong–Light)
- ✓ Flow (Bound–Free)

**Examples:**

- ✓ Swing fast and strong if your opponent is out of position and there is open space for a spike.
- ✓ Use a slower and more controlled drop shot for placement if your opponents are back on their heels and away from the net.

*Adapted for Roundnet using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education. George Graham, Shirley Ann Holt/Hale, Melissa Parker.*

## STAGES OF MOTOR LEARNING

The following chart provides a summary of the classic Fitts and Posner Three-Stage Model of Motor Learning (1967).

Cognitive Stage	Associative Stage	Autonomous Stage
<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>I have to think about each skill cue.</li> <li>I have to think about my body position.</li> <li>I have to think about what my main objective is.</li> <li>I'm making a lot of errors.</li> <li>I feel clumsy and I'm not sure how to correct my performance.</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>I can anticipate my next move.</li> <li>I'm not thinking about every single skill cue.</li> <li>I understand my mistakes and can make adjustments to improve each performance.</li> <li>I make fewer errors and feel more confident in my performance.</li> </ul>	<p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>My skill performance feels natural and automatic.</li> <li>I can think about strategy and game tactics without making performance errors.</li> <li>I can combine and perform skills together.</li> <li>I understand my mistakes and quickly adjust to improve my performance.</li> </ul>
<p><b>Working toward the next stage:</b></p> <ul style="list-style-type: none"> <li>Focus on performing skill components correctly, with proper form.</li> <li>Accept and apply feedback from coaches and teammates.</li> <li>Don't give up. Every mistake moves you closer to becoming a confident player.</li> </ul>	<p><b>Working toward the next stage:</b></p> <ul style="list-style-type: none"> <li>Brush it off. If you make a mistake, correct your error and try again.</li> <li>After each great performance, try to remember how it felt. Recall the effort that you used, how your body moved through space, and how you moved in relation to people and objects.</li> <li>Ask for feedback. Your teammates &amp; coaches can help you improve.</li> </ul>	<p><b>Working toward mastery:</b></p> <ul style="list-style-type: none"> <li>Relax, have fun, and allow your performance to flow through muscle memory.</li> <li>Become a student of the game, combining your skills with tactical concepts.</li> <li>Challenge yourself. Find opponents who test your game.</li> </ul>

## ROUNDNET RULES

Adopted from the Spikeball Roundnet Association

### Overview

- ✓ Roundnet is a team sport played by 2 teams consisting of 2 players each.
- ✓ Opposing team members line up across from each other with a Spikeball® net in the center.
- ✓ A point begins when the server hits the ball off the net toward the opposing player.
- ✓ The object of the game is to hit the ball off the net in such a way that the opposing team cannot successfully return it.
- ✓ Teams are allowed up to 3 touches to return the ball onto the net. Once the ball is played off the net, possession switches to the opposing team.
- ✓ The rally continues until a team is unable to legally return the ball.
- ✓ Player are free to move as they wish during a point, so long as they do not physically impede the opponents' play on the ball.

### About the Equipment

- ✓ The ball should be inflated to 12 inches in circumference.
- ✓ The tension on the net should be consistent throughout. A ball dropped from 5 feet above the net should bounce up approximately 1 foot.

### Gameplay

- ✓ Rally scoring in effect. Points can be won by the serving or receiving team.
- ✓ Games can be played to a set score or a set time, depending on the constraints and objectives of a class or session.
- ✓ Games are won by 2 points unless otherwise agreed or specified.
- ✓ The rally ends and a point is awarded when:
  - The ball contacts the ground or otherwise is not returned onto the net within 3 touches.
  - The ball is hit directly into the rim at any time, including on a serve.
  - The ball bounces and falls back onto the net or rim.
  - The ball clearly rolls across the net.
  - There are 2 service faults.
  - Certain infractions occur (see infractions section).

### Serving

- ✓ The server sets the position first. Non-receiving players set up 90 degrees from the server. The receiver is the only player allowed to field a serve and can stand anywhere. However, most of the time, receivers line up across from the server.
- ✓ All players (except the receiver) must begin at least 6 feet from the net.
- ✓ Serves may be struck with any amount of force; short serves are allowed.
- ✓ The ball must be tossed a minimum of 4 inches from the server's hand before it is hit.
- ✓ If a server commits 2 faults, the receiving team wins a point.
- ✓ If the receiving team wins the point, the next designated player serves according to the initial sequence. Otherwise, the server switches places with their partner and serves to the other member of the receiving team.

### Infractions

- ✓ Player safety is paramount!
- ✓ Defending players must make an effort not to impede the offending team's play on the ball.
- ✓ If a defender's position prevents a play on the ball, the infringed player may call "hinder."
  - If a hinder is avoidable, the point is awarded to the offensive team.
  - If the hinder is unavoidable, meaning the defender has no time or space to avoid the hinder when playing in a legitimate defensive position, then the point is replayed.
  - Hinder rules also apply to a play in which the ball makes contact with a defender as the offense is trying to make a play.
- ✓ Any player making contact with the rim, leg, or net of a Spikeball® Roundnet set loses the point.

For more visit: <https://usaspikeball.com/official-rules>



**NOTES**

**DISCUSSION CARD**

**Roundnet Etiquette**

Academic Language Definition:

**Etiquette** (*noun*): The set of customary or acceptable behaviors among members of a group or in a specific setting.

Instructions: Talk about it. Work in pairs or small groups and use the conversation prompts below to build your dialogue.

<b>The Facts</b>	<ul style="list-style-type: none"> <li>✔ What do we know about Roundnet Etiquette?</li> </ul>
<b>Analyzing the Facts</b>	<ul style="list-style-type: none"> <li>✔ Why is etiquette important?</li> <li>✔ Who is responsible for maintaining etiquette during Roundnet events?</li> </ul>
<b>Hypothetically Speaking</b>	<ul style="list-style-type: none"> <li>✔ What if etiquette is not followed?</li> <li>✔ What could happen if etiquette were always followed?</li> </ul>
<b>Let's Reflect</b>	<ul style="list-style-type: none"> <li>✔ What impact does etiquette have on Roundnet enjoyment?</li> <li>✔ What impact does etiquette have on Roundnet skill development?</li> </ul>
<b>Take it Personal</b>	<ul style="list-style-type: none"> <li>✔ Based on your Roundnet experience, what would you like others to know about etiquette?</li> <li>✔ What impact has sport etiquette had on your personal development?</li> </ul>

## DISCUSSION CARD

### Roundnet Best Practices

Academic Language Definition:

**Best Practice** (*noun*): Content-specific procedures and/or behaviors that are accepted or prescribed as being correct or most effective.

Instructions: Talk about it. Work in pairs or small groups and use the conversation prompts below to build your dialogue.

<b>The Facts</b>	<ul style="list-style-type: none"><li>✓ What do we know about Roundnet best practices?</li></ul>
<b>Analyzing the Facts</b>	<ul style="list-style-type: none"><li>✓ Why are best practices important?</li><li>✓ What resources can be used as best practices for Roundnet play and practice?</li></ul>
<b>Hypothetically Speaking</b>	<ul style="list-style-type: none"><li>✓ What if we don't know what Roundnet best practices are?</li><li>✓ What could happen if best practices are ignored?</li></ul>
<b>Let's Reflect</b>	<ul style="list-style-type: none"><li>✓ What impact do best practices have on safety?</li><li>✓ What impact do best practices have on Roundnet skill development?</li></ul>
<b>Take it Personal</b>	<ul style="list-style-type: none"><li>✓ Based on your Roundnet experience, what practices and behaviors have had the most positive impact on your skill development and/or your enjoyment of Roundnet?</li></ul>

**DISCUSSION CARD**

**Roundnet Spirit of the Game**

Academic Language Definition:

**Spirit of the Game** (*noun*): An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

Instructions: Talk about it. Work in pairs or small groups and use the conversation prompts below to build your dialogue.

<b>The Facts</b>	<ul style="list-style-type: none"> <li>✔ What do we know about the spirit of the game?</li> </ul>
<b>Analyzing the Facts</b>	<ul style="list-style-type: none"> <li>✔ How does the spirit of the game apply to Roundnet play and practice?</li> <li>✔ Who is responsible for ensuring the spirit of the game is upheld?</li> </ul>
<b>Hypothetically Speaking</b>	<ul style="list-style-type: none"> <li>✔ What if your teammate does not adhere to the spirit of the game?</li> <li>✔ What if your opponent does not adhere to the spirit of the game?</li> </ul>
<b>Let's Reflect</b>	<ul style="list-style-type: none"> <li>✔ What impact does the spirit of the game have on enjoyment of Roundnet play?</li> <li>✔ What impact does the spirit of the game have on Roundnet skill development?</li> </ul>
<b>Take it Personal</b>	<ul style="list-style-type: none"> <li>✔ Based on your experience, what would you like others to know about the spirit of the game?</li> <li>✔ What impact has the spirit of the game had on your personal development?</li> </ul>



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

# **NORTH COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

# **NORTHEAST COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

**EAST**

**COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

# **SOUTHEAST COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

**SOUTH  
COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

# **SOUTHWEST COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

**WEST**

**COURT**



**COMPASS DRAW TOURNAMENT**

**COURT COORDINATES CARD**

# **NORTHWEST COURT**



## UNIVERSAL DESIGN ADAPTATIONS

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Roundnet activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

**Potential Universal Design Adaptations for Roundnet**

Equipment	Rules	Environment	Instruction
<p><b>Ball Adaptations</b></p> <ul style="list-style-type: none"> <li>✓ Balloon</li> <li>✓ Lightweight playground ball</li> <li>✓ High-bounce foam ball</li> <li>✓ Beach ball</li> <li>✓ Volleyball or volleyball trainer</li> </ul> <p><b>Net Adaptations</b></p> <ul style="list-style-type: none"> <li>✓ Make net larger</li> <li>✓ Use two nets</li> <li>✓ Remove the net</li> </ul>	<ul style="list-style-type: none"> <li>✓ Throw and catch instead of spikes and passes</li> <li>✓ Allow the ball to bounce on the floor 1 time before requiring the 1<sup>st</sup> pass</li> <li>✓ Play 1v1 with a 3<sup>rd</sup> player (skilled) as an all-time passer/setter</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play with a small ball on an elevated surface (e.g., a table)</li> <li>✓ Move the net into the corner of a room and allow the ball to bounce off the walls</li> <li>✓ Play in the sand (Just like the pros do!)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide ongoing verbal cues</li> <li>✓ Use a variety of demonstrations</li> <li>✓ Provide physical assistance</li> <li>✓ Provide a peer tutor/mentor</li> <li>✓ Use videos, graphics, and pictures as visual examples</li> <li>✓ Provide individualized (1-to-1) instruction.</li> </ul>

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs passing and spiking skills with control, using critical cues. Executes skills in dynamic game-play environments. Consistently strikes the ball with the intent to gain a tactical advantage. Anticipates on defense and appropriately adjusts defensive positioning.	Conducts herself/himself safely and with consideration for others. Always follows etiquette and adheres to the spirit of the game.
Competent 3	Performs skills with occasional errors in both form and outcome. Can pass and spike with accuracy, and can competently participate in a dynamic game-play environment. Understands and attempts to apply game tactics on offense and defense.	Conducts herself/himself safely without disrupting the learning environment. Follows etiquette and adheres to the spirit of the game.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty participating in dynamic game-play environments.	Occasionally creates unsafe situations. Disregards etiquette and the spirit of the game.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

**ACADEMIC LANGUAGE QUIZ**

**1**

The set of acceptable behaviors among members of a group or in a specific setting.

- a. Rules
- b. Laws
- c. Etiquette
- d. Guidelines

**2**

The elements of human movement, such as space, relationships, and effort.

- a. Physical Literacy
- b. Biology
- c. Physiology
- d. Movement Concepts

**3**

An event or contest between two or more people or teams.

- a. Competition
- b. Game
- c. Tournament
- d. Recreation

**4**

Content-specific behaviors that are accepted or prescribed as being correct or most effective.

- a. Tactics
- b. Best Practice
- c. Strategy
- d. Criteria

**5**

To arrange something into a structured order.

- a. Cooperate
- b. Complete
- c. Organize
- d. Strategy

**6**

A strategically organized calendar of game or sport practice sessions and workouts.

- a. Fitness Plan
- b. Lesson Plan
- c. Practice Plan
- d. SMART Goals

**7**

A concept that places the responsibility of fair play on each player.

- a. Teamwork
- b. Olympic Spirit
- c. Competition
- d. Spirit of the Game

**8**

The act of hitting of a ball back and forth between players before a point is scored.

- a. Rally
- b. Strike
- c. Spike
- d. Pass

# SELF-EFFICACY AND SOCIAL SUPPORT INVENTORY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Answer Yes or No to the first 8 items, then write a short response for items 9 and 10.**

	YES	NO
I think I can ask an adult (teacher or family member) to help me find opportunities to play Roundnet.	<input type="checkbox"/>	<input type="checkbox"/>
I think I can ask a friend or family member to play Roundnet with me.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the skills I need to play Roundnet outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the knowledge I need to improve my Roundnet skills outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I know where to find resources to learn more about Roundnet.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will play a game of Roundnet in the future if the opportunity is available.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will feel comfortable playing Roundnet with my peers outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think activities like Roundnet can help me stay active and healthy in the future.	<input type="checkbox"/>	<input type="checkbox"/>

**If you could choose between Roundnet and other physical activity options, would you choose Roundnet? Why or why not?**

**Did you enjoy the challenges that you faced while learning Roundnet skills and strategies? Why or why not?**

**ETTIQUETTE EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- Who is responsible for maintaining etiquette during Roundnet events?
  
- What impact does etiquette have on Roundnet enjoyment?
  
- What impact does etiquette have on Roundnet skill development?
  
- What experiences did you have today that can be used as evidence to support your ideas about etiquette? Elaborate on each experience.

*(Write this answer on the back of this sheet.)*

-----

**ETTIQUETTE EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- Who is responsible for maintaining etiquette during Roundnet events?
  
- What impact does etiquette have on Roundnet enjoyment?
  
- What impact does etiquette have on Roundnet skill development?
  
- What experiences did you have today that can be used as evidence to support your ideas about etiquette? Elaborate on each experience.

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- What do you know about Roundnet best practices?
  
  
  
  
  
  
  
  
  
  
- What if you don't know what Roundnet best practices are?
  
  
  
  
  
  
  
  
  
  
- What experiences did you have today that can be used as evidence to support your ideas about best practices? Elaborate on each experience.

*(Write this answer on the back of this sheet.)*



**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- What do you know about Roundnet best practices?
  
  
  
  
  
  
  
  
  
  
- What if you don't know what Roundnet best practices are?
  
  
  
  
  
  
  
  
  
  
- What experiences did you have today that can be used as evidence to support your ideas about best practices? Elaborate on each experience.

*(Write this answer on the back of this sheet.)*

**SPIRIT OF THE GAME EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ How does the spirit of the game apply to Roundnet play and practice?
  
- ✓ Who is responsible for ensuring the spirit of the game is upheld?
  
- ✓ What if your teammate does not adhere to the spirit of the game?
  
- ✓ What experiences did you have today that can be used as evidence to support your ideas about the spirit of the game? Elaborate on each experience.

*(Write this answer on the back of this sheet.)*

**SPIRIT OF THE GAME EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ How does the spirit of the game apply to Roundnet play and practice?
  
- ✓ Who is responsible for ensuring the spirit of the game is upheld?
  
- ✓ What if your teammate does not adhere to the spirit of the game?
  
- ✓ What experiences did you have today that can be used as evidence to support your ideas about the spirit of the game? Elaborate on each experience.

*(Write this answer on the back of this sheet.)*

**EVENT PLANNING GUIDE**

Roundnet is a lifetime activity that can be enjoyed by people of all ages and ability levels. Use this planning guide to prepare for a community Roundnet event.

<p><b>What</b> <i>(Describe the event. Will it be a skill clinic? Will it be a tournament? If so, what kind of tournament?)</i></p>	<p><b>Who</b> <i>(Volunteers are those responsible for event details and tasks. Sponsors are those who help indirectly with equipment, location, advertising, etc. Participants are those you will market the event to.)</i></p> <p><b>Volunteers:</b></p> <p><b>Sponsors:</b></p> <p><b>Participants:</b></p>
<p><b>When &amp; Where</b> <i>(Give as much detail as possible.)</i></p> <p><b>Date:</b></p> <p><b>Time:</b></p> <p><b>Place:</b></p>	
<p><b>How</b> <i>(What needs to be done to make this event happen?)</i></p> <p><b>Pre-planning and set-up work:</b></p> <p><b>The day of the event:</b></p> <p><b>Clean-up/Follow-up:</b></p>	

**FITNESS PORTFOLIO**

Indicate *yes* or *no* to indicate which components of fitness are improved or maintained through Roundnet participation. Provide examples of how each component is addressed.

**Health-Related Fitness**

HRF Component	YES / NO?	Examples/Rationale
Cardiovascular Endurance		
Muscular Strength		
Muscular Endurance		
Flexibility		
Body Composition		

**Skill-Related Fitness**

SRF Component	YES / NO?	Examples/Rationale
Agility		
Balance		
Coordination		
Power		
Reaction Time		
Speed		

Select 1 component of health-related fitness and provide a summary of how participation in Roundnet helped you improve or maintain your personal level of fitness for that specific component.

Select 1 component of skill-related fitness and provide a summary of how participation in Roundnet helped you improve or maintain your personal level of fitness for that specific skill-related component.

Using a 5-point scale, circle the response that represents how relevant you believe Roundnet will be to your long-term fitness and activity goals.

- Not at all  
relevant  
1
- Minimally  
relevant  
2
- Somewhat  
relevant  
3
- Relevant  
4
- Extremely  
relevant  
5



**NOTES**

**ROUNDNET ROUTINE CARD**

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Roundnet Drill:</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Fitness Exercise:</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Roundnet Drill:</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Fitness Exercise:</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Roundnet Drill:</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Fitness Exercise:</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Roundnet Drill:</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Fitness Exercise:</b>	<b>3:30</b>
	Rest 10 Seconds	

**ROUNDNET ROUTINE CARD**

Set #	Exercise Name	Interval Start
1	<b>Roundnet Drill:</b>	<b>0:00</b>
	Rest 10 Seconds	
2	<b>Roundnet Drill:</b>	<b>0:30</b>
	Rest 10 Seconds	
3	<b>Roundnet Drill:</b>	<b>1:00</b>
	Rest 10 Seconds	
4	<b>Roundnet Drill:</b>	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Roundnet Drill:</b>	<b>2:00</b>
	Rest 10 Seconds	
6	<b>Roundnet Drill:</b>	<b>2:30</b>
	Rest 10 Seconds	
7	<b>Roundnet Drill:</b>	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Roundnet Drill:</b>	<b>3:30</b>
	Rest 10 Seconds	

Teaching Dates of Module:		School Year:	
<b>General Comments / Notes for Planning Next Year's Module</b>			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>			
<b>Domain 1: Planning &amp; Preparation</b>			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 2: Classroom Environment</b>			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 3: Instruction</b>			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 4: Professional Responsibilities</b>			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Self-Rating with Rationale</b>			
<b>Choose One:</b>			
<b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			



**NOTES**