

<b>Materials</b>	Piece of rope or string, volleyball (or ball that can bounce when struck by hand)
<b>Learning Outcome</b>	Practice the movement skill of striking sideways and practice offensive and defensive tactics.

## Description

Ensure there is enough space to do the activity away from any safety hazards. Find an area where you can play that will allow the ball to bounce off the ground or floor.

Place the rope or string down in the middle of the playing area as the net. Review how to perform the *sidearm strike* movement skill or refer to [Movement Skills Cues](#) to support you. The child drops the ball and strikes it over the 'net'. The receiver lets it bounce before striking it back over the net. Continue until the ball is not returned into the opposite court. The server gets five serves before the other player gets the chance to serve. A point is scored after every rally.

## Physical Education Competencies



### MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



### THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



## Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- Which side of the body was it easier for you to return the ball? Why do you think that is?
- In what ways did you score points against your opponent (e.g., hit the ball to a spot they could not get to, served and they could not return it, etc.)?



## Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
The child completes the activity against a wall instead of against another player.	The child practices the sidearm strike by striking an object from a tee trying to have the object land or roll into buckets or rings spread out in the playing area.	The child uses a sensory ball (e.g., bell ball, tactile ball, etc.) to throw.	With permission, use physical cues to manually move the child's arm through the sidearm strike motion.