

VERSION 2.0

TEACHING **ROUNDNET**

SKYLER BOLES

WITH THE HELP OF STEPHEN MCLAUGHLIN

WELCOME STATEMENT



First things first. THANK YOU for being a physical educator and coach. Your actions get people to move their bodies and be active. Keep it up!

I discovered Roundnet in 2012 and felt compelled to share it with the physical education world. Roundnet involves almost every aspect of athleticism. The barrier to entry is low, the equipment is minimal and you can play ANYWHERE!

As physical educators, our mission is to teach people to be physically active for the rest of their lives. I hope the enclosed curriculum inspires and supports you to fulfill that mission and get people moving!

Peace, Love, and Roundnet!

Sincerely,
Skyler from Spikeball Inc

THIS IS WHAT YOU GET!

- 11 lessons that are easy to understand and fun to implement
- Videos that help teach you or your students!
- Formative and summative assessments...the golden keys to keep your students on task and your administration happy
- Graduated drill progression sheets
- Learning objectives for each lesson and evidence of learning
- Tons of ideas to modify the rules and equipment to ensure any student regardless of age or ability can be successful
- Helpful teacher tips and suggestions
- Teacher reflection questions at the end of each lesson
- Champion certificates to hand out to your students!

THIS IS WHAT YOU WILL HAVE IN THE FUTURE!

- Students enjoying your class and craving more
- Moderate to Vigorous Physical Activity (MVPA) for all students
- 3 summative grade entries that represent student learning and achievement
- 1 new lifelong sport for students to play so that they can be physically active for life
- Improved physical literacy for your students!
- A new curriculum to teach an awesome sport every year!

ROUNDNET RULES

- 2 vs 2
- The object of the sport is to hit the ball onto the net so that the other team cannot return the ball back to the net
- Each team gets a maximum of 3 touches to return the ball back onto the net
- Touches must alternate between players
- The ball cannot hit the ground or the rim
- Ball must bounce onto the net and off the net by clearing the rim— It cannot hit the net twice
- No sides, no boundaries

SPIKEBALL™ VS ROUNDNET - WHAT'S THE DIFFERENCE?

- Spikeball™ refers to the company that manufactures the best round-net equipment in the world
- Roundnet is the new global sport you are teaching and playing with your students
- You can both play and love roundnet
- You can't play Spikeball™, but you can love Spikeball™

Comprehensive List of Resources and Links

- [Curriculum Video Playlist](#)
- [Roundnet Basics](#)
- [Spikeball™ Roundnet Net Setup](#)
 - [Passing](#)
 - [Hitting](#)
 - [Defensive Strategies](#)
 - [Offensive Strategies](#)
 - [Serving](#)
- [SpikeSchool Videos and Exam](#)
- SpikeSchool Master Drills
- [Modifications and Power-ups](#)
- [Station Cards and Videos](#)
- [Top 10 Plays #1 Video](#)
- [Top 10 Plays #2 Video](#)
- Spikeball™ Class Champion Certificates
 - [Junior Varsity](#)
 - [Varsity](#)

Assessments and Rubrics

- [Passing](#)
- [Hitting](#)
- [Game-Play](#)

Common Modifications for Student Success

To make it easier...

- Catch the ball before passing
- Throw the ball instead of passing
- Let the ball bounce once per touch
- Let the ball bounce once per possession
- Use a bigger/lighter ball
- Use a bigger Spikeball™ Set or target
- More than 3 or unlimited touches

To make it harder...

- Use the non-dominant hand
- Pass the ball higher
- Use 2 touches only
- Using a modification to hinder the players ability to perform

NATIONAL PHYSICAL EDUCATION STANDARDS

SHAPE America National Standards & Outcomes Focus

Middle School

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- Outcome M13.6-8. Strikes with a mature overarm pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (6); Strikes with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis (7); Strikes with a mature overarm pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis (8).

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

- Outcome M8.6-8. Reduces offensive options for opponents by returning to mid-court position (6); Selects offensive shot based on opponent's location (hit where opponent is not) (7); Varies placement, force, and timing of return to prevent anticipation by opponent (8).

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Outcome M7.6-8. Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

- Outcome M4.6-8. Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

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

- Outcome M6.6-8. Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities. (8).

High School

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- Standard 1 [H1.L1-2] Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L1); Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L2).

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

- Standard 2 [H1.L1] Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1).
- Standard 2 [H2.L1-2] Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (L1); Describes the speed/accuracy trade-off in throwing and striking skills (L2).
- Standard 2 [H3.L1-2] Creates a practice plan to improve performance for a self-selected skill (L1); Identifies the stages of learning a motor skill (L2).

Standard 3. Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- Standard 3 [H4.L1] Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment (L1).

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

- Standard 4 [H2.L1-2] Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (L1); Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling,

This list states some of the standards and outcomes addressed throughout the lessons in this curriculum.

For more about Grade-Level Outcomes for K-12 Education:

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>



JV TOURNAMENT

AWARDED TO



PLAYER'S NAME

TEACHER'S NAME

DATE



**VARSIITY
TOURNAMENT**



AWARDED TO

PLAYER'S NAME

TEACHER'S NAME

DATE

UNIT OVERVIEW

11 LESSONS

1. Introduction and Experience
2. Passing
3. Hitting
4. Defensive Strategies
5. Offensive Strategies
6. Serving
7. Communication and Creativity
8. Passing and Hitting Assessments
9. Game-Play Assessments and Team Ranking/Seeding
10. Tournament Day
11. Modifications and Power-ups

LESSON 1

INTRODUCTION AND EXPERIENCE

DAILY OBJECTIVES

- Understand the basic rules of roundnet
- Learn the language used in the sport
- Analyze the skills needed to succeed in roundnet

EVIDENCE OF UNDERSTANDING

- Video comprehension
- Teacher observation
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Ensure the video plays properly and all students are able to see and hear it
- Set up the Spikeball™ Sets in the area you are using them
- 1 Spikeball™ Set and 1 Spikeball™ Ball per 4 students

INTRODUCTION

1. Show “[Spikeball™ Top Plays #1](#) or [Spikeball™ Top Plays #2](#)” video to get students excited
 - Ask the students what they liked and have them comment/discuss
2. Show the “[Roundnet: Basics](#)” video to explain the rules of roundnet
3. Show “[Spikeball™ Roundnet Net Setup](#)” video
4. Recap with students, check for understanding

Game-play Objective:

- Hit the ball off of the net so the other team cannot return it back to the net within 3 hits

Rules:

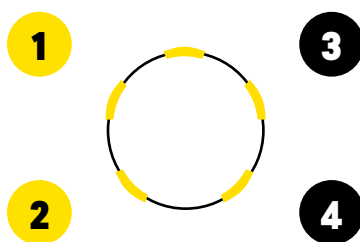
- 3 touches per team, change of possession when ball hits the net, no sides, no boundaries, ball cannot hit the rim, ball cannot hit the net twice, ball cannot hit the ground, you must strike the ball
 - cannot throw/carry it
5. Conduct reminders
 - Positive reinforcement with your partner
 - Shake hands or high five the opponents when done
 - Respect the equipment
 - Be aware of others playing around you

WARM-UP: SPIKEBALL™ TAG

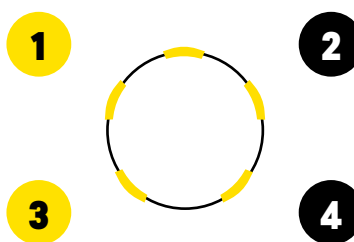
- Objective is to not be “it” at the end of the round
- Do not have a Spikeball™ ball in your hand when the round ends
- Define the playing area and ensure students know the boundaries
- 1/4 of the class will start with a ball and be “it”
- If you get tagged, you are now “it” - you take the ball and become a new tagger
- No throwing the ball
- No tag-backs
- You can only tag someone on the arm or back
- Rounds last 1-2 minutes

ACTIVITY: EXPERIENCE ROUNDNET

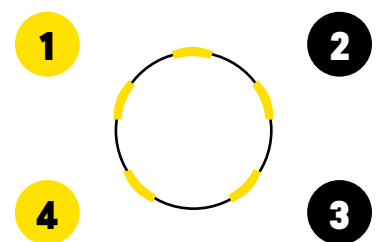
- Separate the students into groups of 4
- Play 3 games total
- Play with a different partner each game. Each person in the group gets a number: 1, 2, 3, 4
- Games last 3 minutes long
- Game 1: 1+2 vs 3+4, Game 2: 1+3 vs 2+4, Game 3: 1+4 vs 2+3



GAME 1



GAME 2



GAME 3

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- What are 3 rules when playing roundnet?
- What different types of hits can you use?
- What skills do you need to play roundnet at a high level?
- What was fun about roundnet today?
- What was challenging today?

TEACHER TIPS

- Get students into a group in a creative way
- Encourage students to use all 3 touches when playing - emphasize ball control
- Students do not have to stand the “official” 6 ft away on the serve
- Make it easier by standing 3 ft away

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?



EXTRA CREDIT / HOMEWORK

Ask students to go look up a video about Spikeball™ and/or roundnet on the internet. Have the students share what they discovered with the others in the class.

LESSON 2

PASSING

DAILY OBJECTIVES

- Identify the 2 basic passing and setting movement skills
- Understand the critical elements of both underhand and overhand passes
- Improve overall ball control
- Work cooperatively with other students to complete a task

EVIDENCE OF UNDERSTANDING

- Video comprehension
- Teacher observation
- Closure and comprehension questions and answers
- Student progression and success of drills

PREPARING THE LESSON

- Ensure the video plays properly and all students are able to see and hear it
- 1 Spikeball™ Ball per one or two students
- Projected or printed graduated drill sheets for students to move through at their own pace

INTRODUCTION

1. Show video "[Passing](#)"
 - Ask students if any other skills in sports remind them of the passing skills in roundnet
2. Show video "[SpikeSchool Lesson 1: Passing](#)" to explain why controlling your pass is important
3. Recap with students, check for understanding
 - 2 basic types of passes - Underhand and Overhand
 - Pass the ball up in the air towards your partner, not directly at them
 - Accuracy is important - Pass the ball toward the net
 - Contact the ball just above the center of your palm
 - Be ready to use both hands

LANGUAGE AND CUES

- Athletic Stance
- Eyes on the Ball
- Flat Hand
- Underhand Pass
- Overhand Pass
- Palms Facing Up
- Palms Facing Out
- Palm Strike
- No-No Zone
- Passing Communication - “Mine” and “I Go”

WARM-UP: SPIKEBALL™ KNEE TAG

- 1 vs 1 Challenge - Each student has a ball (can use hands to tag if not enough balls)
- Objective is to tag your opponent’s kneecap with the ball in your hand to earn a point
- 5 foot approximate radius is the boundary
- Games are played up to 5 points, then quickly find a new opponent
- Play for approximately 3 minutes
- Recap with a learning moment

When playing Spikeball™ Knee Tag, everyone is in an athletic stance. An athletic stance is when your knees are slightly bent, your weight is on your toes, your heels are not touching the ground, and you are ready to move in any direction. This stance helps you be successful in sports that anticipate where something or someone is going and to move in that direction as quickly as you can.

ACTIVITY: PROGRESSIVE PASSING DRILLS

- The objective is to complete as many levels as you can on the drill sheet
- Utilize what you learned about passing and remember the cues to help you pass successfully
- Become a graduate of passing when finished with all of the levels
- Junior Varsity and Varsity goals allow student choice for own personal difficulty level

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- Ask students to turn to a classmate and share 3 critical elements of an underhand or overhand pass
- Why is athletic stance important when playing roundnet or any other sport?
- What is important to remember when passing to your partner?
- What was challenging today?

TEACHER TIPS

- Use foam dodgeballs, beach balls or something similar if you do not have enough balls
- Students can be grouped into 3
- Students can use a wall instead of a partner
- Allow the ball to bounce to make it easier on students
- Remind the students to keep their hands “soft” and not to swing their arms

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?



EXTRA CREDIT / HOMEWORK

- Ask students to look up “SpikeSchool: Passing Drills 1 + 2” on YouTube
- How can you practice your passing at home?

PROGRESSIVE PASSING DRILLS SHEET

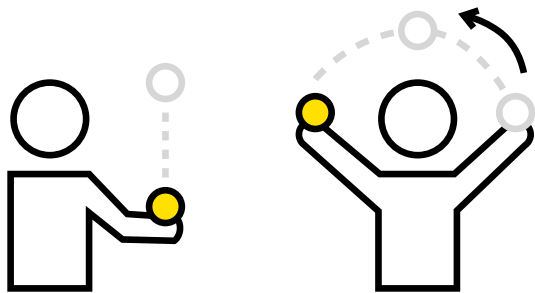
Keep the ball in the air for as long as you can.
How many successful self-passes can you make in a row?



JUNIOR VARSITY GOAL - 10 CONSECUTIVE PASSES
VARSITY GOAL - 20 CONSECUTIVE PASSES

INDIVIDUAL DRILLS

- Level 1 - Use only underhand passes
- Level 2 - Use only overhand passes
- Level 3 - Use both overhand and underhand passes
- Level 4 - Use only underhand passes and your non-dominant hand
- Level 5 - Use either overhand and underhand passes while alternating between right and left hands
- Level 6 - Use both overhand and underhand passes while jogging in a small area
- Level 7 - Use only overhand passes and your non-dominant hand



TIPS

- Athletic stance
- Hand facing up toward sky/ceiling
- Keep your hand flat
- Keep your hand soft
- Keep your eyes on the ball

PASS THE BALL BACK TO YOURSELF AS MANY TIMES AS YOU CAN IN A ROW!
USE UNDER-HAND AND/OR OVER-HAND PASSES.

EASIER

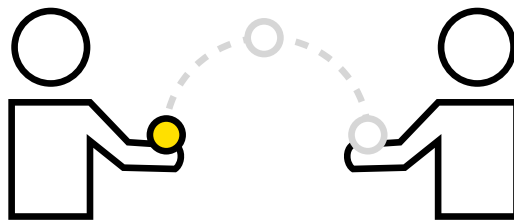
- Allow the ball to bounce between passes
- Catch the ball between each pass
- Use a bigger, softer, and/or lighter ball

HARDER

- Use your non-dominant hand
- Alternate hands between passes
- Add spin to your passes
- Move around while you pass (jogging, skipping, hopping, running etc.)
- Pass at different heights (low, medium, high)

PARTNER DRILLS

- Level 1 - Use both overhand and underhand passes
- Level 2 - Use only underhand passes
- Level 3 - Use only overhand passes
- Level 4 - Use either overhand or underhand passes, pass the ball up to yourself one time before passing back to your partner
- Level 5 - Use only underhand passes and your non-dominant hand
- Level 6 - Partner A uses only underhand passes, Partner B uses only overhand passes
- Level 7 - Same as level 6, but Partner A and Partner B switch roles and utilize the other pass



PLAYER 1 AND 2 PASS THE BALL BACK AND FORTH AS MANY TIMES AS THEY CAN IN A ROW. USE UNDERHAND AND OVERHAND PASSES.

EASIER

- Allow the ball to bounce between passes
- Catch the ball between each pass
- Use a bigger, softer, and/or lighter ball
- Pass the ball up to yourself before passing to your partner

HARDER

- Use your non-dominant hand
- Alternate hands between passes
- Add spin to your passes
- Complete 50 passes without the ball touching the ground
- Move around while you pass (jogging, skipping, hopping, running etc.)
- Pass at different heights (low, medium, high)

LESSON 3

HITTING

DAILY OBJECTIVES

- Experience hitting from different heights/angles and how that influences the trajectory of the ball
- Understand the critical elements of hitting the ball
- Improve ball control and consistency
- Work cooperatively with other students to complete a task

EVIDENCE OF UNDERSTANDING

- Video comprehension
- Teacher observation
- Student progression and success of drills
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Ensure the video plays properly and all students are able to see and hear it
- Projected or printed graduated drill sheets for students to move at their own pace
- 1 Spikeball™ Ball per 2 students
- 1 Spikeball™ Set per 2 or 4 students (can use other targets for accuracy such as a hula hoop or poly spots)

INTRODUCTION

1. Show video "[Hitting](#)"
 - Ask students if any other skills in sports remind them of the hitting skills in roundnet
2. Show video "[SpikeSchool Lesson 2: Hitting](#)" to explain the critical elements of hitting
3. Recap with students, check for understanding
 - Contact the ball with your palm and/or your fingers
 - Placement objective - hit the ball so your opponents have difficulty returning it back to the net
 - Understanding how high and far away from the net you are, when hitting, affects the trajectory of the ball
 - Critical elements of a successful hit

WARM-UP: SPIKEBALL™ FENCING KNEE TAG

- 1 vs 1 Challenge - Each student has a ball (can use hands to tag if not enough balls)
- The objective is to tag your opponent's knee with the ball in hand - one point for each tag
- Students start in a “power stance” and can only move forward and backward, similar to fencing
- Games are played up to 5 points, then quickly find a new opponent
- Play for approximately 3 minutes
- Recap with a learning moment

A power stance is a form you see all over sports such as batting in baseball, swinging in golf, and throwing a football. Athletes use this stance to **generate a lot of power** in a short amount of time. The power stance consists of a sideways stance where your feet are shoulder width apart and you recruit your core muscles by rotating your hips to hit or throw an object out in front of your lead foot.

ACTIVITY: PROGRESSIVE HITTING DRILLS

- The objective is to complete as many levels as you can on the drill sheet - become a graduate of hitting when you finish all levels
- Utilize what you learned about hitting and remember the cues to help you hit successfully
- Junior Varsity and Varsity goals allow student choice for personal difficulty level

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

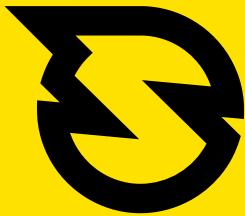
- Ask students to turn to a classmate and share 3 critical elements of hitting
- Why is the power stance important when playing roundnet or any other sport?
- What was challenging today?
- What did you like about the lesson today?

TEACHER TIPS

- Use foam dodgeballs, beach balls or something similar if you do not have enough balls
- Students can also be grouped into 3
- Students can use a wall instead of a partner
- Use a hula hoop, line junction, poly dots or some sort of target for hitting practice

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?



EXTRA CREDIT / HOMEWORK

- Ask students to look up “SpikeSchool: Hitting Drills 1 + 2” on YouTube
- How can you practice your hitting at home?

PROGRESSIVE HITTING DRILLS SHEET

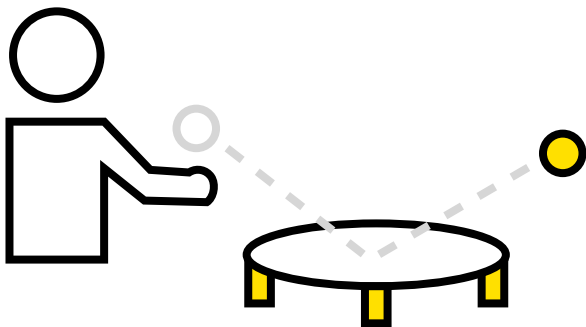
Complete as many levels as you can while practicing the critical elements of hitting.



JUNIOR VARSITY GOAL - 3 CONSECUTIVE HITS
VARSITY GOAL - 5 CONSECUTIVE HITS

INDIVIDUAL DRILLS

- Level 1 - Stand next to the net. Self toss and hit the ball onto the net
- Level 2 - Stand 1 foot from the net. Self toss and hit the ball onto the net
- Level 3 - Stand 3 feet from the net. Self toss and hit the ball onto the net
- Level 4 - Stand 5 feet from the net. Self toss and hit the ball onto the net
- Level 5 - Stand 5 feet from the net. Self toss the ball towards the net and hit the ball onto the net while moving
- Level 6 - Stand 1 foot from the net. Self toss and hit the ball onto the net using your non-dominant hand
- Level 7 - Stand 3 feet from the net. Self toss and hit the ball onto the net using your non-dominant hand
- Level 8 - Stand 5 feet from the net. Self toss and hit the ball onto the net using your non-dominant hand
- Level 9 - Stand 5 feet from the net. Self toss the ball towards the net and hit the ball onto the net while moving and using your non-dominant hand



TIPS

- Athletic stance
- Hand facing up toward sky/ceiling
- Keep your hand flat
- Keep your hand soft
- Keep your eye on the ball

PARTNER DRILLS

- Level 1 - Stand next to the net. Partner tosses the ball for you to hit onto the net
- Level 2 - Stand 1 foot from the net. Partner tosses the ball for you to hit onto the net
- Level 3 - Stand 3 feet from the net. Partner tosses the ball for you to hit onto the net
- Level 4 - Stand 5 feet from the net. Partner tosses the ball for you to hit onto the net
- Level 5 - Stand 5 feet from the net. Partner tosses the ball towards the net and you hit the ball onto the net while moving
- Level 6 - Stand 1 foot from the net. Partner tosses the ball for you to hit onto the net using your non-dominant hand
- Level 7 - Stand 3 feet from the net. Partner tosses the ball for you to hit onto the net using your non-dominant hand
- Level 8 - Stand 5 feet from the net. Partner tosses the ball for you to hit onto the net using your non-dominant hand
- Level 9 - Stand 5 feet from the net. Partner tosses the ball towards the net. You hit the ball onto the net while moving and using your non-dominant hand

LESSON 4

DEFENSIVE STRATEGIES

DAILY OBJECTIVES

- Understand the basic defensive strategies in roundnet
- Know the critical elements of playing defense
- Improve defensive movement and ball control
- Work cooperatively with other students to complete a task

EVIDENCE OF UNDERSTANDING

- Video comprehension
- Teacher observation
- Student progression and success of drills
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Ensure the video plays properly and all students are able to see and hear it
- Projected or printed graduated drill sheets for students to move at their own pace
- 1 Spikeball™ Ball per 2 students
- 1 Spikeball™ Set per 2 or 4 students (can use other targets for accuracy such as a hula hoop or poly spots)

INTRODUCTION

1. Show video "[Defensive Strategies](#)"
 - Ask students if any other sport skills remind them of the defensive skills in roundnet
2. Show video "[SpikeSchool Lesson 3: Defense](#)" to explain the importance of anticipation and positioning
3. Recap with students, check for understanding
 - 2 critical elements of defense are anticipation and positioning
 - Anticipation is trying to “read” what is happening and make the best decision based on that information
 - Questions for anticipating and reading the play
 - Does it look like your opponent is going to pass or hit? Is it their 2nd or 3rd touch?
 - Where is the ball in relation to the net now? Where is it going to go after it hits the net?
 - What type of shot can my opponent hit from the position they are in?

- Positioning is connected with how close the ball is to the net
- The closer the ball is to the net, the closer you should be to the net, cutting off the angle
- For the best chance to defend, position yourself on the side of the net opposite of the ball

LANGUAGE AND CUES

- Anticipation
- Positioning
- Athletic Stance
- Power-shot
- Drop-shot
- Reading the Play

WARM-UP: SPIKEBALL™ PARTNER JOG

- Partner A is jogging while passing the ball up in the air to themselves
- Partner B is jogging and following, picking up the ball if Partner A loses control
- After 30 seconds the roles switch. Partner B is now jogging and passing, Partner A following
- Continue for 3 minutes

ACTIVITY: PROGRESSIVE DEFENSIVE DRILLS

- The objective is to complete as many levels as you can on the drill sheet. Become a graduate of defense when you finish all levels
- Utilize what you learned about defense and remember the cues to help you defend successfully
- Junior Varsity and Varsity goals allow student choice for personal difficulty level

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

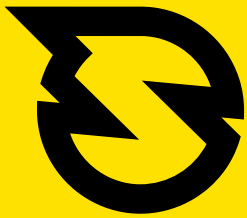
- Ask students to turn to a classmate and share at least 3 things to watch for when playing defense
- Why is the athletic stance important when playing defense in any sport?
- What is important to remember when playing defense?
- What was challenging today?
- What did you like about the lesson today?

TEACHER TIPS

- Pair two students who are at different skill levels and have them encourage each other
- Use foam dodgeballs, beach balls or something similar if you do not have enough balls
- Students can use a wall instead of a partner
- Challenge your students by making them use their non-dominant hand

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- How could I change the lesson to increase student success?



EXTRA CREDIT / HOMEWORK

- Ask students to look up “SpikeSchool: Defense Drills 1 + 2” on YouTube
- How can you practice your defense at home?

PROGRESSIVE DEFENSIVE DRILLS SHEET

Complete as many levels as you can while practicing the critical elements of defense. Partner A and B switch roles after each failed attempt or string of successes.



JUNIOR VARSITY GOAL - 3 CONSECUTIVE SUCCESSES
VARSITY GOAL - 5 CONSECUTIVE SUCCESSES

PARTNER DRILLS

- Level 1 - Partner A throws an “easy to get” ball off the net or ground towards Partner B for them to catch
- Level 2 - Partner B must pass the “easy to get” ball up to themselves before catching it
- Level 3 - Partner A throws a “hard to get” ball off the net away from Partner B for them to catch
- Level 4 - Partner B must pass the “hard to get” ball up to themselves before catching it
- Level 5 - Partner A throws a “hard to get” ball off the net away from Partner B for them to pass back to Partner A to catch
- Level 6 - Partner B must pass the “hard to get” ball up back to Partner A to catch

LESSON 5

OFFENSIVE STRATEGIES

DAILY OBJECTIVES

- Understand the basic offensive strategies in roundnet
- Know the critical elements of playing offense
- Improve offensive movement and ball control
- Work cooperatively with other students to complete a task

EVIDENCE OF UNDERSTANDING

- Video comprehension
- Teacher observation
- Student progression and success of drills
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Ensure the video plays properly and all students are able to see and hear it
- Projected or printed graduated drill sheets for students to move at their own pace
- 1 Spikeball™ Ball per 2 students
- 1 Spikeball™ Set per 2 or 4 students (can use other targets for accuracy such as a hula hoop or poly spots)

INTRODUCTION

1. Show video "[Offensive Strategies](#)"
 - Ask students if any other sport skills remind them of the offensive skills in roundnet
2. Show video "[SpikeSchool Lesson 4: Deception](#)" to explain why having multiple options on offense is important
3. Recap with students - check for understanding
 - Awareness
 - What shots **CAN** I hit in this situation and in this position?
 - What shot **SHOULD** I hit in this situation?
 - What is informing my decisions?
 - How close is the ball to the net?
 - Where are the defensive players?
 - Where is the open space to attack?

- Deception
 - Always keep the defense guessing
 - Ability to use both the power hit and drop-shot
 - Using fakes with your teammate to trick the opponent into being out of position

LANGUAGE AND CUES

- Awareness
- Execution
- Positioning
- Athletic Stance
- Power-shot
- Drop-shot
- Deception
- Reading the Defense
- Open Space

WARM-UP: SPIKEBALL™ SET SHUFFLE

- 4 students circle around the Spikeball™ Set
- Students move clockwise while shuffling their feet
- Group cooperatively passes the ball up in the air as many times as they can
- If the ball hits the ground, everyone does 5 jumping jacks and changes the direction of travel
- Continue for 3 minutes

ACTIVITY: PROGRESSIVE OFFENSIVE DRILLS

- The objective is to complete as many levels as you can on the drill sheet. Become a graduate of offense when you finish all the levels
- Utilize what you learned about offense and remember the cues to help you attack successfully
- Junior Varsity and Varsity goals allow student choice for personal difficulty level

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- Ask students to turn to a classmate and share at least 3 things you need to be aware of when playing offense
- Why should you attack open space?
- What is important to remember when playing offense?
- What was challenging today?
- What did you like about the lesson today?

TEACHER TIPS

- Group 4 students who are at different skill levels and have them encourage each other
- Use foam dodgeballs, beach balls or something similar if you do not have enough balls
- Students can use a wall instead of a partner
- Challenge your students by making them use their non-dominant hand

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- How could I change the lesson to increase student success?



EXTRA CREDIT / HOMEWORK

- Ask students to look up “Spikeball™ Top Plays” on YouTube to see all of the crazy offensive moves players can pull off!

PROGRESSIVE OFFENSIVE DRILLS SHEET

Complete as many levels as you can while practicing the critical elements of offense. Partner A and B must switch roles after each attempt or success.



JUNIOR VARSITY GOAL - 3 CONSECUTIVE SUCCESSES
VARSITY GOAL - 5 CONSECUTIVE SUCCESSES

PARTNER DRILLS

- Level 1 - Partner A tosses the ball underhand towards Partner B who is standing at the net. Partner B hits a drop-shot onto the net.
- Level 2 - Partner A tosses the ball underhand towards Partner B who is standing at the net. Partner B hits a power-shot onto the net.
- Level 3 - Partner A tosses the ball underhand towards Partner B who is standing at the net. Partner B alternates between power-shots and drop-shots.
- Level 4 - Partner A tosses the ball underhand towards Partner B who is standing at the net. Partner B uses their non-dominant hand to hit the ball onto the net.
- Level 5 - Partner A tosses the ball underhand to Partner B who is standing at the net. Partner A quickly moves 1-2 feet in any direction. Partner B uses any shot to hit the ball onto the net so that Partner A can catch it.

LESSON 6

SERVING

DAILY OBJECTIVES

- Experience how serving from different heights/angles influences the trajectory of the ball towards your opponent
- Understand the critical elements of serving the ball
- Improve serving control and consistency
- Work cooperatively with other students to complete a task

EVIDENCE OF UNDERSTANDING

- Video comprehension
- Teacher observation
- Student progression and success of drills
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Ensure the video plays properly and all students are able to see and hear it
- Projected or printed graduated drill sheets for students to move at their own pace
- 1 Spikeball™ Ball per 2 students
- 1 Spikeball™ Set per 2 or 4 students (can use other targets for accuracy such as a hula hoop or poly spots)

INTRODUCTION

1. Show video "[Serving](#)"
 - Ask students if any other sport skills remind them of the serving in roundnet
2. Show video "[SpikeSchool Lesson 5: Serving](#)" to explain the critical elements of serving
3. Recap with students - check for understanding
 - Toss the ball with the opposite hand than you are serving with
 - Placement Objective - serve the ball to a location on the net that makes it difficult to return
 - Understand how different serves can help you gain an advantage
 - Critical elements of a successful serve

LANGUAGE AND CUES

- Toss with Opposite Hand
- Drop-shot
- Power-shot
- Fwango
- Side-Step
- Spin
- Pocket

WARM-UP: SPIKEBALL™ SHOOTOUT

- Line up students on the free-throw line of a basketball court with a Spikeball™ Set 2 feet in front of them
- 2 Balls - the first 2 students in line have the ball
- Objective is to hit the ball off the net and have it go into the hoop
- If you miss the hoop, you must gather the ball and self-toss and pass the ball into the hoop
- Once you make it in the hoop, pass the ball to the next person in line
- If the person behind you in line makes the ball before you do, you get a strike
- Once a player gets 2 strikes, they exit the game
- Games are played until there is a winner

ACTIVITY: SERVING DRILLS

- The objective is to complete as many levels as you can on the drill sheet. Become a graduate of serving when you complete all the levels
- Utilize what you learned about serving and remember the cues to help you serve successfully
- Junior Varsity and Varsity goals allow student choice for personal difficulty level

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

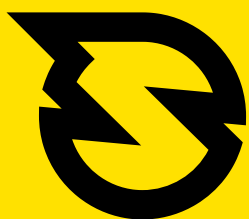
- Ask students to turn to a classmate and share 2 different types of serves
- Why is serving such an important skill to practice and be successful at?
- What was challenging today?
- What did you like about the lesson today?

TEACHER TIPS

- Serve from 3 ft, 4 ft, 5 ft, etc. to make it easier or harder on your students
- Use foam dodgeballs, beach balls or something similar if you do not have enough balls
- Students can be grouped into 3
- Students can use a wall instead of a partner
- Use a hula hoop, line junction, poly dots or some sort of target for serving practice

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?



EXTRA CREDIT / HOMEWORK

- Ask students to try and make up their own serve at home!

PROGRESSIVE SERVING DRILLS SHEET

Complete as many levels as you can while practicing the critical elements of serving



JUNIOR VARSITY GOAL - 3 CONSECUTIVE SERVES
VARSITY GOAL - 5 CONSECUTIVE SERVES

INDIVIDUAL DRILLS

- Level 1 - Stand 3 feet from the net, self toss and serve the ball onto the net using a standard serve
- Level 2 - Stand 3 feet from the net, self toss and serve the ball onto the net using a Fwango style serve
- Level 3 - Stand 3 feet from the net, self toss and serve the ball onto the net using a side-step style serve
- Level 4 - Stand 3 feet from the net, self toss and serve the ball onto the net using a drop-shot style serve
- Level 5 - Stand 3 feet from the net, self toss and serve the ball onto the net using your non-dominant hand
- Level 6 - Stand 6 feet from the net, self toss and serve the ball onto the net using a standard serve
- Level 7 - Stand 6 feet from the net, self toss and serve the ball onto the net using a Fwango style serve
- Level 8 - Stand 6 feet from the net, self toss and serve the ball onto the net using a side-step style serve
- Level 9 - Stand 6 feet from the net, self toss and serve the ball onto the net using a drop-shot style serve
- Level 10 - Stand 6 feet from the net, self toss and serve the ball onto the net using your non-dominant hand

LESSON 7

COMMUNICATION AND CREATIVITY

DAILY OBJECTIVES

- Understand the basic communication strategies in roundnet
- Know the importance of communication in sports
- Improve ball control
- Create a new game to play in class
- Work cooperatively with other students to complete a task

EVIDENCE OF UNDERSTANDING

- Teacher observation
- Student progression and success of drills
- Creative group work
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Various balls and other equipment to play with
- 1 Spikeball™ Ball per 2 students
- 1 Spikeball™ Set per 2 or 4 students (can use other target for accuracy such as a hula hoop or poly spots)

INTRODUCTION

1. Discuss “Communication”
 - Ask students in what ways they communicate in other sports
 - Why is communication so important when competing?
 - What kind of things do you say when you communicate?
 - Communication with the other team – showing respect
2. Recap with students, check for understanding
 - Communication
 - Talk often with teammates about strategy, game plan and opponents weaknesses
 - Who defends the power-shot and who defends the drop-shot?
 - Positive reinforcement with teammate
 - Nice shot
 - Great pass
 - You got it next time

- Respectful communication with your opponents
 - Good Game or GG

LANGUAGE AND CUES

- Communication
- Teamwork
- Mine
- I Go
- Yours

WARM-UP: ROUNDNET ON THE RUN

- 2 students with 1 Spikeball™ Ball
- Partner A has the ball in their hand ready to toss to Partner B
- Partner B runs a route similar to football
- Partner A tosses the ball to Partner B, remembering to lead their partner with the pass
- Partner A runs to Partner B while the ball is in the air
- Partner B receives the ball by passing it up in the air so Partner A can catch it
- See how many successful running passes and catches you can do in a row
- Continue for 4 minutes. Take a short break at 2 minutes if needed

ACTIVITY: MAKE UP YOUR OWN GAME

- Students are grouped into groups of 4 or more
- Groups are given something to write with (whiteboard, markers, paper, pencil, etc.)
- Groups will cooperatively make up a new game using the Spikeball™ net
- Encourage the groups to think outside the box and utilize other balls, paddles, equipment that you have
- Remind students to think about what skills they want to be a part of their game (throwing, catching, striking, etc.)
- Groups must write down at least 5 rules to the game as well as create a name for it
- Pair groups together so they can teach each other their games
- Have groups share their new game to the whole class
- Rank the best games to use for future class activities

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- Ask students to turn to a classmate and share 2 things you would say to your partner when communicating
- Why is communication important in roundnet and other sports?
- What is the name of your new game?
- What was challenging about creating a game?
- What did you like about creating a new game with a group?

TEACHER TIPS

- Group students who will work well together for this cooperative activity
- Utilize all of the space and equipment that you have available
- Challenge your students by assigning each group a skill so they have to create a game using that skill
- Students will love playing the games they created and you may find one that is perfect for a rainy day

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- How could I change the lesson to increase student success?



EXTRA CREDIT / HOMEWORK

- Complete the SpikeSchool Final Exam and earn your degree!
- Watch SpikeSchool Lessons 1-5 to refresh your knowledge (<https://spikeball.com/pages/spikeschool>)

LESSON 8

PASSING AND HITTING ASSESSMENTS

DAILY OBJECTIVES

- Demonstrate passing and hitting skills at your best level
- Work cooperatively with other students to accomplish the daily task

EVIDENCE OF UNDERSTANDING

- Partner assessment
- Teacher observation
- Closure and comprehension questions and answers

PREPARING THE LESSON

- Ensure that each pair of students has a copy of the assessment or it is projected so everyone can see it
- All students should know what they are being graded on - help them understand the rubric
- 1 Spikeball™ Ball per 2 students
- 1 Spikeball™ Set per 2 students

INTRODUCTION

1. Show the “Passing” and “Hitting” assessments to the students
 - Students must start at level “2” and move up only **ONE** level at a time
2. Present and explain the grading rubric for each assessment
 - Make sure the students understand exactly what they are being graded on
3. Remind them that it is a timed assessment as well as a self-assessment with a partner
 - Practice honesty and good ethics

LANGUAGE AND CUES

- Assessment
- Rubric
- Grade

WARM-UP: ASSESSMENT PRACTICE

- Practice the skills you will need to pass both the passing and hitting assessments
- Anything you do in the warm-up does not count for your assessment
- 5 minutes - Switch partners every minute

ACTIVITY: SERVING DRILLS

1. Students will get with a partner and have 10 minutes to complete as much of the passing assessment as they can
 - Record score immediately after assessment or once you pass the “A” level
2. Students will get with a partner and have 10 minutes to complete as much of the hitting assessment as they can
 - Record score immediately after assessment or once you pass the “A” level
3. Once students are done, have them play a team they have never faced before in a standard game of roundnet

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

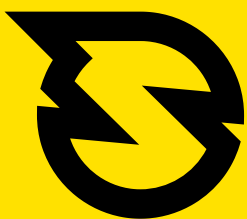
- Ask students if they were nervous during the 10 minute assessments
- Did you enjoy the challenge of being tested with a time limit?
- Did you do as well as you thought you would?
- What tips would you give to the next class of students about to do the assessments?

TEACHER TIPS

- Group students who will work well together for this cooperative activity
- If one partner is a completely different skill level than another, switch it up
- Encourage students to give their best effort for this small 10 minute window

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- How could I change the lesson to increase student success?
- Was the rubric fair to all levels of students?

**EXTRA CREDIT / HOMEWORK**

- What does it take to run a roundnet tournament? Where can you find resources to help you?
- tournaments.spikeball.com

PASSING ASSESSMENT (PARTNER)

- You and your partner have 10 minutes to climb up the grade ladder
- Start at Level 2
- Once you complete a level, move up to the next one and start over from 0 in a row

LEVEL	DESCRIPTION
4	My partner and I can pass the ball back and forth with a net in between us and get to 20 consecutive passes in a row before the ball hits the ground while demonstrating the important cues.
3	My partner and I can pass the ball back and forth with a net in between us and get to 15 consecutive passes in a row before the ball hits the ground while demonstrating the important cues.
2	My partner and I can pass the ball back and forth with a net in between us and get to 10 consecutive passes in a row before the ball hits the ground while demonstrating the important cues.
1	My partner and I can pass the ball back and forth with a net in between us and get to 5 consecutive passes in a row before the ball hits the ground while demonstrating the important cues.

HITTING ASSESSMENT (INDIVIDUAL)

- You have 10 minutes to climb up the grade ladder
- Start at Level 2
- Once you complete a level, move up to the next one and start over from 0 in a row

LEVEL	DESCRIPTION
4	I can self toss and successfully hit the ball onto the net at least 7 times out of 10 attempts from 5 feet away while demonstrating the important cues.
3	I can self toss and successfully hit the ball onto the net at least 5 times out of 10 attempts from 5 feet away while demonstrating the important cues.
2	I can self toss and successfully hit the ball onto the net at least 3 times out of 10 attempts from 5 feet away while demonstrating the important cues.
1	I can self toss and successfully hit the ball onto the net at least 1 times out of 10 attempts from 5 feet away while demonstrating the important cues.

LESSON 9

GAME-PLAY ASSESSMENTS AND TEAM RANKING/SEEDING

DAILY OBJECTIVES

- Play competitive games using a variety of shots
- Implement offensive and defensive strategies
- Cooperate appropriately with opponents and teammates
- Be assessed on your game-play

EVIDENCE OF UNDERSTANDING

- Teacher observation
- Student behavior
- Closure and comprehension questions and answers
- Game-play assessment

PREPARING THE LESSON

- Ensure that each pair of students has a copy of the assessment or it is projected so everyone can see it
- All students should know what they are being graded on - help them understand the rubric
- 1 Spikeball™ Ball per 4 students
- 1 Spikeball™ Set per 4 students

INTRODUCTION

1. Show the “Game-play” assessment to the students
 - Explain that students can be graded during ranking day, and also during the class tournament
2. Present and explain the grading rubric for the assessment
 - Make sure the students understand exactly what they are being graded on
3. Remind them that it is a live game-play assessment and the teacher will not be able see every play that each student makes
 - Practice spirit of the game which means competing with honesty, good ethics, and sportspersonship

LANGUAGE AND CUES

- Spirit of the Game
- Competition
- Ranking or Seeding

WARM-UP: RALLY CONTROL

- Get with a partner and find another pair
- Keep a cooperative rally going as long as you can
- Try your best to use all 3 touches when it is your team's possession
- Count how many times the ball hits the net and changes possession
- 5 minutes total - Work with a different team after 2 minutes and 30 seconds

ACTIVITY: GAME-PLAY ASSESSMENT AND TEAM RANKING/SEEDING

1. Students will get with the partner they want to be assessed with
 - Assign partners, if necessary
2. These are the teams for the upcoming tournament
3. Games are 3 minutes long
 - Winners move one court closer to the #1 court, while non-winners move one court closer to the last # court
 - All teams should move, except the winners of the #1 ct. and the non-winners of last court
 - Record where each team finishes so you can divide teams into a Junior Varsity bracket and a Varsity bracket
4. Remind students that they are being assessed on their game-play skills and not to just focus on winning

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- Ask students if they were nervous during the 10 minute assessment
- Did you enjoy the challenge of being tested with a time limit?
- Did you do as well as you thought you would?
- What tips would you give to the next class of students about to do the assessment?

TEACHER TIPS

- Group students who will work well together for this cooperative activity
- If one partner is a completely different skill level than another, switch it up
- Encourage students to give their best effort for this small 10 minute window

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- How could I change the lesson to increase student success?
- Was the rubric fair to all levels of students?



EXTRA CREDIT / HOMEWORK

- What does an observer do in roundnet?
- Learn 3 different observer call and hand signals to share with the class

GAME-PLAY ASSESSMENT (PARTNER)

- Evaluate students as they play 2 vs 2 competitively
- Four categories to be graded
 1. Offensive Strategy
 2. Defensive Strategy
 3. Communication
 4. Spirit of the Game
- Students will get 4 grades total, one for each category

CATEGORIES	LEVEL (CIRCLE BELOW)				
1. OFFENSIVE STRATEGY -Attempts to hit the ball to the open area when available -Uses a variety of shots like the drop-shot and power-shot	A MOST OF THE TIME	B USUALLY	C SOME OF THE TIME	D RARELY	F NEVER
2. DEFENSIVE STRATEGY -Uses an athletic stance when the opponent is about to hit the ball -Anticipates and moves to where the opponent will hit the ball	A MOST OF THE TIME	B USUALLY	C SOME OF THE TIME	D RARELY	F NEVER
3. COMMUNICATION -Calls the ball during play and communicates with teammate -Positively communicates during and after the rally to help improve game strategy	A MOST OF THE TIME	B USUALLY	C SOME OF THE TIME	D RARELY	F NEVER
4. SPIRIT OF THE GAME -High fives opponents and teammate before and after a game -Respectful in close calls with opponents—Just re-do the point	A MOST OF THE TIME	B USUALLY	C SOME OF THE TIME	D RARELY	F NEVER

LESSON 10

TOURNAMENT DAY

DAILY OBJECTIVES

- With a partner, play competitive games against other teams. Compete to be class champion in your division
- Implement all the offensive and defensive strategies you learned throughout the unit

EVIDENCE OF UNDERSTANDING

- Game-play assessment
- Teacher observation
- Closure and comprehension questions and answers

PREPARING THE LESSON

- 1 Spikeball™ Ball per 4 students
- 1 Spikeball™ Set per 4 students

INTRODUCTION

1. Show “[Spikeball™ Top 10 Plays #1](#) or [Spikeball™ Top 10 Plays #2](#)” video to get the students excited about the class tournament
2. Remind students that this is a tournament. Self-officiating and respect for opponents are very important
 - Practice honesty, good ethics, and sportspersonship

LANGUAGE AND CUES

- Bracket
- Double Elimination
- Respect

WARM-UP: ALL HANDS ON NET

- Get with a group of 3-5 students
- Everyone pick up the net by the rim or leg and hold it close to shoulder height

- Once complete, try getting 10x in a row while...
 - Spinning clockwise
 - Traveling in a certain direction
 - Hitting the ball 10 feet in the air
 - Make up your own challenge
- 4 minutes

ACTIVITY: CLASS TOURNAMENT

1. Create a bracket. Base team rankings on results from seeding day
 - Split class into two different brackets based on skill level - Varsity and Junior Varsity
2. Games will be 5-7 minutes long
 - Winners move up in the bracket. Non-winners go into the consolation bracket and keep competing
3. Remind students they are being assessed on their game-play skills, not just winning
4. Highlight the importance of respecting your opponent when competing

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- Ask students to assess their own play with their teammate
- Did you have fun competing in the tournament?
- Did you do as well as you thought you would?
- How was working with your partner in competitive game-play?
- Did you have a favorite opponent?

TEACHER TIPS

- During the warm-up, encourage groups to work together and get creative while bouncing the ball back and forth
- You can do any type of competition, round robin, single elimination, double elimination, royal court, etc.
- Remind students to use what they learned throughout the unit to support their best chance of success
- Run the tournament over multiple days if needed

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- How could I change the lesson to increase student success?
- Was the rubric fair to all levels of students?
- How would I run the competition differently?



EXTRA CREDIT / HOMEWORK

- Watch roundnet game-play footage on Youtube
- What did you notice about the games you watched?

LESSON 11

MODIFICATIONS AND POWER-UPS

DAILY OBJECTIVES

- Play fun and competitive 2 vs 2 games while using power-ups and modifications
- Work cooperatively as a group to implement the changes to the game

EVIDENCE OF UNDERSTANDING

- Partner assessment
- Teacher observation
- Closure and comprehension questions and answers

PREPARING THE LESSON

- 1 Spikeball™ Ball per 4 students
- 1 Spikeball™ Set per 4 students (can use other target for accuracy such as a hula hoop or poly spots)

INTRODUCTION

1. Show “[Pepper](#)” drill video to explain the warm-up
2. Show a “[Spikeball™ Game Modification](#)” video to get the students excited about a creative way to modify the game
3. Remind students to be respectful as they play with many different groups during this activity

LANGUAGE AND CUES

- Power-up
- Modification

WARM-UP: PEPPER

- Group students into pairs
- Partner A hits the ball onto the net towards Partner B
- Partner B passes the ball to Partner A
- Partner A passes the ball to Partner B
- Partner B hits the ball on the net towards Partner A
- Continue with the cycle and rhythm as long as you can

- Circle around the net in a certain direction while continuing the rally
- 4 minutes - Switch partners after 2 minutes

ACTIVITY: POWER-UPS/MODIFICATIONS

1. Have students get into groups of 4
2. Give list of 10 modifications and power-ups
 - Groups can choose what modifications and/or power-ups they want to try out
3. Every 5 minutes scramble the students into new groups
 - New groups will discuss what they did and didn't like and find the best combinations
4. On the last rotation have each group make up their own modifications and power-ups

CLOSURE: COMPREHENSION QUESTIONS AND ANSWERS

- Ask students to assess their own play with their teammate
- Did you have fun competing in the tournament?
- Did you do as well as you thought you would?
- How was working with different groups?
- Did you have a favorite modification or power-up?

TEACHER TIPS

- During the warm-up, encourage students to challenge themselves by using their non-dominant hand more often
- Utilize all of the space and equipment that you have available

TEACHER REFLECTION

- What did I enjoy about that lesson?
- What went well and what didn't?
- How would I change the lesson when I do it again?
- Was the rubric fair to all levels of students?
- What modifications and power-ups should I take off the list and what should I add?



EXTRA CREDIT / HOMEWORK

- Download the Spikeball™ App and find a local game, league, or tournament outside of school!

WANT MORE?!?!

We want you and yours to be active in the growing roundnet community!

Download the **Spikeball App** so you can:

- Search and connect to other players around you
 - Host pick-up games
 - Play in leagues/tournaments

Follow @**Spikeball** and @**SpikeballEDU** on Instagram and Twitter

Join a tournament near you!

<https://tournaments.spikeball.com/>

