# **Cooperative Sport**

### **Possible lesson sequence**

###### **Lesson one**

Teacher-directed skill learning lesson

### **Serve**

Ākonga throw ball over net underhand. Focus on opposite foot forward.

Ākonga strike ball over the net underhand.

Ākonga peer assess number of successful serves over the net out of ten.

### **Overhead Pass**

Technique

Teach a) hand shape (diamond with index finger and thumb, strike with fingertips [gap between ball and palms] ), b) ball position (strike ball above forehead), c) arm position, d) power (ie force comes from the legs, and control from the hands.

Ākonga activities

Pass in pairs from a throw to a pass, to consecutive passes between pairs.

Pass in a group of four.

Set up groups of four on either side on net. Play four against four using only throw serve and overhead pass.

Rotate groups to play different groups of four.

**Debrief questions**

How would you rate your own ability in serve and overhead passes?

How well have you improved in these skills?

Have you been working with people who are more or less skilful than you?

Describe how you have worked with others who are at a different level of skill from you?

# **Lesson two**

Teacher directed

### **Forearm pass**

Technique

Teach a) hand shape (hand on palm with thumbs curled together), b) ball position (strike ball on forearms not hands, wrists or upper arm), c) arm position (keep elbows straight), d) power (ie force comes from the legs, and control coming from the hands so don’t swing the arms).

Ākonga activities

Pass in pairs from a throw to a forearm pass, to consecutive forearm passes between pairs.

In pairs one serves over the net, the other lets the ball bounce and does a forearm pass back.

In pairs one serves over the net, the other does a forearm pass upward to catch. This player then serves over the net.

Forearm pass in a group of four.

**Timed talking activity** Question: - Describe the skills you have learnt for modified volleyball.

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| Instructions for times talkingĀkonga move into pairs. They take turns talking and they are not allowed to repeat what their partner has said. Person A talks for 25 seconds.Person B talks for 25 seconds.Person A talks for 15 seconds. |

#### **Administration of modified volleyball**

Describe the formation for modified volleyball outlining the rules and variations (see worksheets).

Timed talking activity

Question: Describe why we have/need rules in our community (school or New Zealand).

Identify and discuss social and cultural practices associated with sport, for example uniform, identity, fair play.

Describe the scoring system for games; encouragement, fair play, shake hands, uniform etc (see worksheets).

###### **Lesson three**

**Activities and resources**

Divide group heterogeneously into five teams per class. These may be mixed gender and/or mixed ability, and are based on teacher observations from previous two lessons.

Ākonga record names on **ākonga information sheet** (see worksheets) including team name, team uniform, team chant, manager, captain, umpire and scorer.
Discuss and identify three practices their team will demonstrate to ensure inclusiveness and positive sporting behaviour.

#### Ākonga **directed**

Ākonga in teams run their own training programme to develop their skills in forearm and overhead pass, and serve.

Ākonga may not interact with ākonga from another team.

Ideas for drills can be placed on whiteboard for ākonga assistance.

#### **Teacher directed**

Select two teams and play for five minutes using all the rules of modified volleyball. Teacher umpires and scores to clarify all the rules eg one bounce, hit with two hands, forearm after a bounce.

One team acts as duty team for the other four teams to play a friendly (pre competition game to familiarize themselves with the variations in the rules).

###### **Lessons four, five and six**

**Activities and resources**

Ākonga form into their respective teams. Each team runs their own warm up for six-eight minutes.

Round robin tournament draw is displayed. Play two sets of games per lesson.

The duty team, records the team scores and records on the **recording sheet** (see worksheets) points for each team in relation to personal skills demonstrated before, during and after the game.

At the completion of the competition ākonga provide feedback on:

* What they learnt during this unit.
* The benefits of playing competitive sport cooperatively.
* How well their team worked cooperatively.

* How they could use these co-operative skills in other physical education activities.