

# Bemidji State University

## PHED 1784: Skills for Life: Volleyball

### A. COURSE DESCRIPTION

Credits: 1

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

An activity course that examines and applies the fundamentals and skills of volleyball. History and development, basic team systems, rules and strategies of the game will be included. Liberal Education Goal Area 11.

**B. COURSE EFFECTIVE DATES:** 08/22/1997 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to volleyball
2. Equipment and net set-up and take down. Forearm passing and basic volleyball movements
3. Introduce forearm pass and overhand pass
4. Introduce serve, small group play with serve
5. Introduce attack, back row attack and spike approach footwork
6. Introduce Individual defense: dig and run through
7. tournament competition
8. team offense
9. Team Play: Rotational and specialized positions; work on forearm pass and overhead pass
10. team defense: rotation, free ball, down ball
11. Team play: work on spike and individual and team defense
12. Wallyball
13. King of Court Tournament

#### **D. LEARNING OUTCOMES (General)**

1. demonstrate the ability to perform critical analysis/higher order thinking by critiquing then making changes in their execution of the serve, forearm pass, and overhand pass volleyball skills.
2. examine the value of volleyball as a means for meeting national physical activity guidelines.
3. demonstrate knowledge of basic volleyball techniques and systems.
4. demonstrate knowledge of basic volleyball rules and strategies.
5. understand the history and evaluation of the sport of volleyball.
6. demonstrate the ability to serve, forearm pass and overhand pass using correct technique.
7. will demonstrate higher order thinking by demonstrating knowledge of strategies for small group and 6-person team play.
8. analyze their own activity behavior for one week
9. develop volleyball skills that will contribute to their physical, social and emotional wellness.
10. demonstrate the ability to write an analysis of his or her own physical activity behavior pattern
11. examine how participation in volleyball can help them meet national physical activity guidelines.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted