

00:00:11:05 – 00:00:34:01

Speaker 1

So I'm here to talk about the step model, and we're going to show you how to apply this specifically to volleyball. So as a reminder, step stands for assist space T is the task, E is the equipment and PE is people. So by manipulating each of these, you can create and modify games so that all different types of children can participate.

00:00:34:01 – 00:00:46:07

Speaker 1

Those who are very skilled, those who have lower skills, and even those who have different disabilities. So let's start with the space first. That's space. So space has to do with things like the distance from the service line to the net.

00:00:47:06 – 00:01:03:05

Speaker 2

It could be how big the court we have we're playing with. So for example, if I wanted to make the court smaller, I could, you know, put some cones in here, put some ropes down on the floor, and that could make a smaller court where we can play one versus one or two versus two. So that's a simple modification.

00:01:03:10 – 00:01:28:06

Speaker 2

Again, you can do this with soccer, make the court smaller. Basketball, it's very common to play half court basketball. Those are all different ways of manipulating space specifically to volleyball in addition to making the space smaller. I always think about the service line and how we can manipulate that space. So if I have a very skilled player, I would encourage them to stand at the regulation line and serve the ball over the net.

00:01:28:06 – 00:01:41:08

Speaker 2

However they choose underhand overhand. We'll talk about those how to serve a little bit later. But now for kids who may not be as skilled, I'm going to give them the option of standing closer to the net. So I put some little Polly spots down here.

00:01:41:18 – 00:01:43:00

Speaker 1

So here we can say.

00:01:43:00 – 00:02:01:07

Speaker 2

There's a yellow spot. You're warned Malcolm to stand here. There's a green spot I put down here. But the idea has I want I want everybody to be successful. So and I also want everybody to be challenged. So if if a little girl comes up to the net who's a really good server and

she comes to the yellow, I say, No, no, no, you can from the.

00:02:01:07 - 00:02:20:18

Speaker 1

Regulation I or one step in, but I really want you to challenge yourself. Okay, So that's the piece. And it really works well with volleyball. In terms of the space here, we can make this space smaller and again, I think about the distance from the service line. The next piece of the step model is T, and that's the task.

00:02:21:00 - 00:02:40:02

Speaker 1

So this has to do with the movements we expect someone to do as well as the rules of the game here. So if you're familiar with volleyball, you know that if the ball is served over the net, you can't use your hands in this manner to hit the ball. You've got to have a foreign passing motion. If it's over your head, you can do a set.

00:02:40:02 - 00:03:04:03

Speaker 1

But down here you have to do that. So that's the rules of volleyball. And I would certainly enforce that with most of the of the players. But again, if I have some less skilled players who struggle with that, I'm going to relax the rules. Certainly, I wouldn't encourage this type of a movement, but what if we allowed the players to catch the ball early on before they felt fairly comfortable receiving the ball over the net and force into this position?

00:03:04:03 - 00:03:23:23

Speaker 1

Let's catch the ball first. That can encourage them to move to the ball, to catch the ball work. On I hand, coordination. This is a this is a difficult task. So that might be one thing I could do is I could, you know, just kind of relax the rules a little bit. Same thing with the overhead pass when we're doing overhead passing, we expect the ball to be set up the air so it doesn't spin.

00:03:23:23 - 00:03:45:03

Speaker 1

If it spins, that would be a penalty. We usually call that a double hit. Again, I can relax the rules and not be so strict in calling those types of things. So again, this type of a movement here, we want the body to straight. We don't want it to spin up in the air here. So again, relaxing the rules here, thinking about some of the movements I mentioned, catching the ball would be a nice modification.

00:03:45:14 - 00:04:03:21

Speaker 1

I'm having a peer catch the ball for a player, let's say, who has a visual impairment or someone who has some coordination issues up here,

catches the ball and then stands and does a gentle toss to the player that could work up here catching the ball and then toss it up in the air and then the player just hitting the ball over the net.

00:04:04:04 – 00:04:25:21

Speaker 1

So then those are some simple modifications as well. Thinking about movements, we talked about serving. Certainly we can do an overhand serve that would be for the really skill players. We would allow an underhand serve for the less skilled players. And again, let's combine some of these pieces. So with space you can stand closer to the net and do your underhand serve to get the ball over the net.

00:04:25:21 – 00:04:30:19

Speaker 1

So again, these are things that we can combine together here. So those are the major movements.

00:04:32:02 – 00:04:50:18

Speaker 2

I'm also thinking about movements in terms of covering the court, and that's always a challenge for boys and girls to move and really, you know, Ball's way over there. How do I get to that ball over there? So again, we can we can change some of those movements where perhaps a smaller space wouldn't force a player to move and cover so much of the court.

00:04:51:00 – 00:05:12:12

Speaker 2

So again, that's again, combining space and movement together here. So we've done se for space, we've done t for the task. Now let's do e for equipment here. So one thing I did is I brought out a bunch of different balls and when we think about something like volleyball or basketball or soccer, certainly that's a ball sport. So I have a regulation volleyball.

00:05:12:19 – 00:05:33:00

Speaker 2

That's certainly something we can start with. I could take another volleyball and this ball could be deflated a little bit. So it's softer. So it's a regulation ball, but a little bit softer because it's deflated. You can also purchase volleyball trainers or volleyball lights, which are much lighter. Balls are some that are larger. I always like using beach balls.

00:05:33:10 – 00:05:54:21

Speaker 2

I think that's fun for the players to use. They have a regular I have a large beach ball here and I have a small beach ball here and I have a ball that has bells in it. So a player with a visual impairment

might be able to enjoy using a ball with balance. Now volleyball might feel a bit harder with balance, but certainly a soccer ball with bells would be great.

00:05:54:21 – 00:06:17:10

Speaker 2

A basketball that makes sounds, that would be great. I have. I mentioned a deflated ball. This is a smaller deflated about this would be certainly easier to serve for a player so this might be a good one to use. And then some children with autism really like textures and they like colors. So this ball obviously is very bright.

00:06:17:10 – 00:06:34:09

Speaker 2

Lots of different colors. If I know a child has a particular preference for a ball, purple ball, orange ball, yellow ball, I might try to find that in my gym closet. This ball has some texture to it, so I really think this would be something that a child with autism would really like. I've seen some balls with lower bumps on them that's even more textured.

00:06:34:09 – 00:06:37:01

Speaker 2

So think about textures, an option as well here.

00:06:37:21 – 00:06:42:18

Speaker 1

Something else that we want we can potentially control for in terms of equipment is speed. How can I.

00:06:42:18 – 00:07:06:04

Speaker 2

Slow down the equipment? So again, volleyball is move very fast, whereas beach balls float and move very slow. So again, a slowing down of the game makes it much easier for player to move and get the ball here. So again, let's try to combine some of these things so we have a smaller space. That's the space so that person have to cover as much space.

00:07:06:13 – 00:07:08:23

Speaker 2

We have relaxing.

00:07:08:23 – 00:07:13:21

Speaker 1

The rules so they don't have to pass and bump the ball to regulation. And now we, we.

00:07:13:21 – 00:07:17:06

Speaker 2

Control the equipment, we use a larger ball and it slows.

00:07:17:06 – 00:07:21:01

Speaker 1

It down. So the player really has a chance. It's way over here. Well, I can get to that.

00:07:21:01 – 00:07:22:17

Speaker 2

Ball versus a volleyball where.

00:07:22:23 – 00:07:23:15

Speaker 1

It may take.

00:07:23:16 – 00:07:25:02

Speaker 2

It moves too quickly.

00:07:25:02 – 00:07:26:00

Speaker 1

For me. So I think.

00:07:26:00 – 00:07:28:14

Speaker 2

Those are some good modifications. So now think about.

00:07:28:14 – 00:07:34:17

Speaker 1

This for a second. This would be my dream scenario.

00:07:34:17 – 00:07:56:15

Speaker 2

When a player is asked to serve, we rotate around. It's their turn to serve. They can come to this rack of balls and look at them and say, Which ball do you want to serve? Well, I happen to be a very skilled volleyball player. I'm going to use a regulation ball to serve. I'm going to stand at the regulation distance and for the next five or 10 seconds, we're going to play a regulation ball regulation game regulation rules.

00:07:56:21 – 00:08:20:17

Speaker 2

Okay, I lose my serve. We rotate out, a new person rotates in who says, I would like to use this small beach ball and I'm going to stand much closer to the net to do my serve. And for the next five or 10 seconds, when we play a little game of volleyball, we're using this ball. So again, and then the next person who comes might say, You know what, I like this really squishy ball.

00:08:20:22 – 00:08:39:01

Speaker 2

I think this would be fun for us to play with for a couple of minutes. So when it's my turn to serve, I'm going to stand on the yellow spot here. I'm going to serve it over the net. And for the next five or 10 seconds, we're going to play with this ball. So whoever comes and serves, they're the ones who pick the ball they're going to use to play with for the next few seconds here.

00:08:39:08 – 00:08:59:05

Speaker 2

And I think that would be really fun for the kids. Each time it's a different ball, different player. It makes it kind of exciting. Now, if it was me and I had a large enough space, I might have to net set up a regulation net where the boys and girls who are really skilled would just go ahead and play regulation, volleyball regulation, equipment regulation rules.

00:08:59:14 – 00:09:15:04

Speaker 2

But then I'd have another net over here where we would do this different sized balls standing closer to the net, making the space smaller. I might even crank the net down and make it a lower net. That would make it make it again easier for the children. I want them.

00:09:15:04 – 00:09:16:05

Speaker 1

To be successful.

00:09:16:10 – 00:09:33:10

Speaker 2

So these are just some things I would do here. So let's review again where we are. So far we have s for space. We have t four task rules and how people move. We have e for equipment so balls and bats and things like that. And the last.

00:09:33:15 – 00:09:36:13

Speaker 1

Piece is the PE. The PE has to do with people.

00:09:36:19 – 00:09:37:13

Speaker 2

So here we.

00:09:37:13 – 00:09:41:11

Speaker 1

Can manipulate things like how many people are going to be on a team.

00:09:41:11 – 00:09:43:12

Speaker 2

So for example, with basketball we have.

00:09:43:12 – 00:09:45:10

Speaker 1

Three versus three basketball.

00:09:45:19 – 00:09:56:01

Speaker 2

Soccer. When you're training for soccer, oftentimes you play two versus two and four versus four volleyball. They're fun games where it's two and two and three versus three. So again.

00:09:56:08 – 00:10:00:06

Speaker 1

These are things you as a PE teacher can manipulate to make it more fun.

00:10:00:15 – 00:10:01:21

Speaker 2

More meaningful and allow.

00:10:01:21 – 00:10:03:06

Speaker 1

Everybody to be successful.

00:10:03:15 – 00:10:07:16

Speaker 2

So again, I have a smaller space. I decide to have three players.

00:10:07:16 – 00:10:18:09

Speaker 1

On the team on each side, the net rather than six versus six. We use a lighter ball and now we have kids really, really playing and keeping the ball up in the air and having some fun.

00:10:18:17 – 00:10:20:13

Speaker 2

All right. So I think manipulating.

00:10:20:13 – 00:10:22:20

Speaker 1

The numbers is really good. Another thing we.

00:10:22:20 – 00:10:26:06

Speaker 2

Can do is again, I mentioned we have the ball here with the bells in.

00:10:26:06 – 00:10:43:07

Speaker 1

It. What if we had a child with a visual impairment? I might want to

bring in a peer to help that child here. So now we have three against three, three on this side, three on this side. But this team actually has four because there's the peer helping the child with a visual impairment and that peers.

00:10:43:07 – 00:10:46:04

Speaker 2

Told to catch the ball, shake the ball.

00:10:46:04 – 00:11:04:09

Speaker 1

So the child knows it's coming, then toss it and then that player can bump the ball over the net. Okay. So, so PE is a really good piece here. Again, how big of a team do you want to have? How many people on each side? Again, five on five basketball, six on six volleyball, 11, 11 soccer.

00:11:04:10 – 00:11:04:19

Speaker 2

Great.

00:11:04:19 – 00:11:23:23

Speaker 1

But what happens is you often get one player dominating and a lot of players standing around and watching. When you manipulate that key that people and you have smaller numbers, two against two. Those two players get lots of lots of touches, three versus three, lots and lots of touches. So that's what we want to have here. So again, just a quick summary here.

00:11:24:07 – 00:11:46:13

Speaker 1

Step model is just the easiest way to think about modifying to accommodate that range of abilities in your PE class from the very skilled at one level to the less skilled to those in the middle and even those with disabilities. So again, just remember SE is first space. T is for task, E is for equipment and PE is for people.