**Unit Plan Template and Instructions**

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Kinesiology

Health & Physical Education: Student Teaching

Unit Plan

1. Unit plan
	1. General information
		1. Volleyball- Skill Themes: Weight transfer, jumping and landing, balancing, volleying, collecting, stretching.
		2. Grade level: 9-12
		3. Approximate number of students: 25
		4. Length of class: 40 min.
		5. Number of lessons: 5
	2. Goal(s)
		1. National Standards:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA Standards:

**10.4.9. A**. Analyze and engage in physical activities that are developmentally/

 individually appropriate and support achievement of personal fitness and activity goals.

**10.4.12.F.** Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.5.9.A.** Describe and apply the components of skill-related fitness to movement performance. (agility, balance, coordination, power, reaction time, speed).

**10.5.9.C.** Identify and apply practice strategies for skill improvement.

* + 1. Unit Objectives:
			1. Demonstrate the proper form of volleyball skills such as forearm pass, set, and underhand serve.
			2. Understand the proper rotation and score keeping method so that volleyball could be played outside of the classroom.
			3. Demonstrate teamwork and good sportsmanship skills throughout activities.
	1. Space/equipment/safety
		1. Indoor: gymnasium
		2. Courts (at least 4), Volleyballs (1 per student), Nets (1 per court)
		3. Students roll the ball under the net to other students versus throwing it over the net. If a ball is going into another court or has the possibility to hurt other students, call “heads up”.
1. Lesson plans

**Lesson 1: Forearm Pass/Set**

* 1. Objectives:
		1. Demonstrate the proper form of the forearm pass and the set during the class activities by following the cues for forearm pass (Arms straight, thumbs to the floor, cradle and pass) and the set (Wide fingers, control cradle, superman release). (PA: 10.5.12.A.; NASPE: Standard 1).
		2. Demonstrate communication skills with team mates by calling the ball (I got it) and verbalizing the plays during activities.(PA: 10.4.12.F.; NASPE: Standard 2)
	2. General content
		1. **Forearm Pass Activity:** In volleyball, the first pass that is critical to playing a game is the forearm pass. (Demonstrate proper form and completion).We are now going to have the front person, toss the ball to each person, starting to his/her left and toss to each student until all teammates have passed. Once all have passed, you will rotate CLOCKWISE, and the last person who passed will now be the front person and toss the ball to each teammate. This will continue until I turn off the music. If a ball is sent into another court or about to hit another student, call out “Ball”.

*CFU*: Any questions? After the first person tosses to all, which direction do you rotate?

*ITV:* Have students who are beyond basic skill move on to constant passing within their group.

**Setting Activity:**We will now move onto the set. This is a crucial part of the play in volleyball, because it sets up the hitter which is, in most cases, how you go about getting points. (demonstrate proper form and completion) *TBI:* Allow students choose between regular set and the catch-and-toss method.

**King/Queen of the Court Activity:**

Now, we are going to move towards more of a game like situation. This game is basically 4 on 4. I would like to have those on court 3 and 4 to stay where they are, and everyone else to gather around to see how this game will be played. (Use court to demonstrate)

Rules:

* Ball is underhand served or tossed in by the player on the winning team in the left position on the winning court.
* Ball is played out until the ball hits the ground.
* Winning team of volley moves to winning side of court (or stays if already there)
* Losing team of volley clears off the courts and gets in line to play on the next court.
* Winning teams keep track of how many wins they have for final tally.

*CFU*: Are there any questions? If your team wins the rally, where do you go? If you team loses the rally, where do you go? Who serves or throws the ball in to start the game?

Now, I need the same set up, 4 v. 4 on court 1-2. Once everyone is in place with the ball in the proper server’s hand, we will begin.

Continue activity until there is about 8 minutes left in class.

c. General Evaluation/Assessment of Students

During activity, I will be assessing students on an informal performance observation basis.

I will be constantly monitoring the students by circulating around the gymnasium from court to court.

By constantly monitoring, I can see which students have completed the task and how many still need to work on the skill taught.

Courts are cattycornered and do not share a sideline for safety.

**Lesson 2: Passing While Moving**

1. Objectives:
	1. Demonstrate the proper technique of the forearm pass and set while moving during the class activities by following the cues (arms straight, thumbs to the floor, cradle the pass; Wide fingers, Cradle Pass, Superman release).
	2. Demonstrate communication skills with team mates by calling the ball (I got it) and verbalizing the plays during activities.

b. General Content

1. **Forearm Pass Moving Activity:**

To review, who can demonstrate the proper form and completion of the forearm pass that we covered yesterday? Today, we are going to work on the forearm pass when the ball is not right to you, which is more like a game situation. (Demonstrate Foot Movement) First person is up at the net, the rest of the team is back on the center of the court. We are now going to have the front person, toss the ball to each person, choosing to pass the ball to the left or the right of them. As soon as the ball is tossed, the passer must move and get behind the ball and pass it back to the tosser. Once all have passed, you will rotate CLOCKWISE, and the last person who passed will now be the front person and toss the ball to each teammate. This will continue until I say stop. CFU: Any questions? When do you switch tossers? ITV: Have students who are beyond basic skill move on to constant passing within their group.

1. **Moving Setting Activity:**

We will now move onto the set. This is a crucial part of the play in volleyball, because it sets up the hitter which is, in most cases, how you go about getting points. (demonstrate proper form and completion) TBI: Allow students choose between regular set and the catch-and-toss method. Continue last activity but this time with setting.

**King/Queen of the Court Activity:**

Now, we are going to move towards more of a game like situation. This game is basically 4 on 4. (Use one court to demonstrate)

Rules:

Ball is underhand served or tossed in by the player on the winning team in the left position on the winning court.

Ball is played out until the ball hits the ground.

Winning team of volley moves to winning side of court (or stays if already there)

Losing team of volley clears off the courts and gets in line to play on the next court.

Winning teams keep track of how many wins they have for final tally.

* 1. General Evaluation/ Assessment of Students
		1. Informal Observation, during activity. Checking for understanding before and after activities.

**Lesson 3: Underhand Serve**

 a. Objectives:

1. Demonstrate correct hand, body, feet, and leg position involved in the underhand serve by following the cues (arm straight, pendulum swing, step with the opposite foot).

b. General Content

1. **Serve Practice:** All students partner up and practice the underhand serve back and forth over the net to each other. Start the activity at the 10-foot line and then move back to the progressively to the endline. Students are to control their serves to their partners.
2. **Target Service:** Cones and hula hoops are placed all around the court. The students must try to serve into the hula hoops or hit the cones. points for each will be distributed to each partner pair. (Challenge: Keeping Score) Have students keep points and after a set amount of time, have the students tally their totals.
3. **Motified Volleyball Game:** regular game of volleyball is played with one or more of the following modifications:

 Server may serve from the center of the court.

 Two or more service trials allowed

 Unlimited number of hits before the ball goes across the net.

 Postion play is not required.

 3 v. 3 instead of whole game.

c. General Evaluation/Assessment of Students

Students will be evaluated by an informal assessment on their performance of the tasks completed in the class period.

**Lesson 4: Game Play**

a. Objectives:

1. Demonstrate the proper technique of the forearm pass and set during the class activities by following the cues (arms straight, thumbs to the floor, cradle the pass; Wide fingers, Cradle Pass, Superman release). (PA: 10.5.12.A.; NASPE: Standard 1)
2. Demonstrate communication skills with team mates by calling the ball (I got it) and verbalizing the plays during activities. .(PA: 10.4.12.F.; NASPE: Standard 2)
3. Demonstrate understanding of rotation and positions on the court by performing tasks related to the player positions and the rotation of the players on a side out. (PA: 10.5.12.F.; NAPSE: Standard 2)

b. General Content

**Skill Review:** Before we start playing today, we are going to do a quick review of the skills we have already covered. To review, who can demonstrate the proper form and completion of the forearm pass? Set? Underhand Serve? (Have the students demonstrate and also do instructor corrections to students/Teacher Demonstration).

**Game Play:** Ok, so today we are going to start playing normally, and then make changes as the class goes on. As I walk around, I will be looking for the skills we just went over the way we went over them, so make sure you are focusing on the skills.

Games will be to 15 points today, and once both games are over, the teams will switch courts.

Variations:To score, you must have 2 Different people touch the ball before sending it back over. To score, you must use all three of your hits on your side before sending the ball back over.

CFU: How many points are we playing to? What type of serve are we going to use? (As we go) How many hits are necessary to score a point?

TBI: For those students who are not as skilled at the serve, I allow them to stand closer to the net versus standing behind the end line.

ITV: Have the students complete 2 hits before sending the ball back over to score a point; then have 3 hits. Proper number must be completed to score a point for their team. ITV: Have the students complete 2 hits before sending the ball back over to score a point; then have 3 hits. Proper number must be completed to score a point for their team.

* 1. General evaluation/assessment of students
		1. Students will be assessed on the forearm pass using a formal assessment. Students will each be graded on a rubric with a possible 12 points. This assessment will be administered only by the teacher throughout the class period.

**Lesson 5: Game Play/Assessment**

* + - * 1. Objectives:
1. Demonstrate the proper technique of the forearm pass and set during the class activities by following the cues (arms straight, thumbs to the floor, cradle the pass; Wide fingers, Cradle Pass, Superman release). (PA: 10.5.12.A.; NASPE: Standard 1)
2. Demonstrate communication skills with team mates by calling the ball (I got it) and verbalizing the plays during activities. .(PA: 10.4.12.F.; NASPE: Standard 2)
3. Demonstrate understanding of rotation and positions on the court by performing tasks related to the player positions and the rotation of the players on a side out. (PA: 10.5.12.F.; NAPSE: Standard 2)

 b. General Content

**Skill Review:** Before we start playing today, we are going to do a quick review of the skills we have already covered. To review, who can demonstrate the proper form and completion of the forearm pass? Set? Underhand Serve? (Have the students demonstrate and also do instructor corrections to students/Teacher Demonstration).

**Game Play:**Today you have a choice between the following activities:

- Competitive Play (court 1)

- Recreational Play (court 2)

- Skills Development play (court 3)

Students will got to their locations and begin play. All games will go to 15 points.

TBI: Allow students to choose which activity they would like to participate.

Variations:

Competitive Play-

* Play 3 hit game (score a point for each 3 hits)
* Pass and Rotate: Once the ball goes over the net, team rotates one rotation.
* Knock Out- Who ever makes the mistake to end the volley is knocked out, their team plays with one less person until there is only 1 person left.

ITV: Switch between variations to make the activities harder/easier.

Recreational Play-

* Play 3 hit game (score a point for each 3 hits)
* All forearm passing

ITV: Switch between variations to make the activities harder/easier

Skills Development-

* Server Connection- 1st person serves the ball in and lies where their ball hits. Second person tries to hit the person lying on the ground. Game is over when all of the team is connected to each other on the floor.
* Partner Passing/ Pepper- Have students work in groups of 2 or 3

TBI: For those students who are not as skilled at the serve, I allow them to stand closer to the net versus standing behind the end line.

CFU: Ask questions for each activity to make sure the students understand how the activity is done. How many points are we playing to? What type of serve are we going to use? (As we go) How many hits are necessary to score a point?

c. General Evaluation/Assessment of Students

This time the students will be graded on the same scale but for the skill of the set. The instructor will distribute this assessment, and fill it out during the class period as the students participate. The Students will then be asked to write a small reflection at the end of the class to say what score they believe they should have. The teacher will collect the reflection and allow the students to see their individual assessments.

1. Teacher evaluation of unit plan
	1. The combination of lessons that I have created are a direct reflection of the unit objectives and the National and PA Standards. the activities allow for skills to be learned, but at the secondary level the students should have majority of these skills. The students have just the right amount of instruction and game play to create a learning atmosphere for those who need it, and a competitive arena for those who are more practiced at the skills.
	2. If I were to make any revisions to this unit plan, I would add in different game-like activities for the students to play. It would take some of the competitiveness out of the classroom, and force the students to focus on the skills before they can just play a regulation game. I would also have the students do their own assessments, as opposed to the teacher doing all of them. If the teacher assesses the entire period, it may take away from the time when instruction or aiding may need to be delivered.