**Teacher: Bethany Berger School: Philipsburg-Osceola Senior High Time: 40 min. Date: January 25, 2012**

**Unit Topic:**  **Volleyball** **Lesson Topic: Forearm Pass/Set (Lesson 1)** **# of Students: 24** **Grade: 9-12**

1. Objectives

 A Students - 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)

 - 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).

 - 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)

B. Teacher - The teacher will check for understanding by asking specific questions that require the students to demonstrate understanding of the task before continuing with the activity.

2. Equipment - Volleyballs (2 per court, 6), Volleyball Courts (3), Net (1 per court).

3. Protocols - When the music is turned off, hold the balls and listen to the instructor. Once the music is turned back on, resume activity. Any ball entering another court or headed towards a person that it is not intended to is called out loud by yelling “Ball”.

4. Instant Activity - (Posted on whiteboard) Today, we are going to begin class by performing the tasks needed for the fitness testing. We will begin with 25 jumping jacks to get our heart rates up. This is a good way to get our bodies warm and get the blood flowing to our muscles, so that they can perform better during today’s activities. We will now move onto 10 proper push-ups (short demonstration) and 10 proper sit-ups (short demonstration). These are beneficial not only because we are learning the proper form for the fitness testing, but also warming up our arms and shoulders, which we will use a lot today.

5. Set Induction - How many people have ever played backyard volleyball at a family picnic or bar-b-q? Well, today we are going to start our volleyball unit which will help you develop skills that surpass the skills that are acquired during backyard recreational play. After this unit, we expect you to better understand the skills and strategies used in volleyball, and to have a better performance the next time you play volleyball outside of class!

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| LESSON CONTENT & PROGRESSIONSIntroduction, skill(s), activity, review | **Teaching Cues –** The cues are short quotes of what you are saying to students to remind them of proper form. | MANAGERIAL STRATEGIESOrganization of space, equipment, students (diagrams of practice formations, equipment set up, and game situations ), including method for assigning students to groups | EVALUATION OF OBJECTIVESHow you will monitor and record student progress. Each objective should be assesses or evaluated. |
| **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(**x**), toss the ball to each person (x), 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. Continue last activity, but this time while setting the ball.  | Forearm Cues:-Arms Straight-Thumbs to the floor-Cradle and PassSetting Cues:-Wide fingers-Control cradle-Superman release | From their warm-up and role spots, the boys will line up on the 10 ft. line (on the actual court) and the girls will line up on the other 10 ft. line facing the boys. Students will be placed on the courts by the teacher. Four students will be placed on each side of the court, making each court have 8 total Students. On each court, the students will be set up in a diamond. This is the set up of the court will look as such: x**x** x x xx **x** xThe Court setup will be the same for the forearm pass and setting activity. | During activity, I will be assessing students on an informal performance 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. 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.  |
| **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. **Conclusion/Review:** Can anyone show me the proper form to a forearm pass? (Have all class demonstrate) Can anyone show me the proper form to a set? (Have all class demonstrate) During a volleyball game, you rotate in the same direction that we did during our first drill. Which way do you rotate?What aspects of physical fitness did we develop today with our activities? How?Good! Now you have all proved to me that you know how to pass, tomorrow we are going to develop these skills a little bit more and work on moving to pass and using all 3 hits to take the ball over the net.  | Forearm Cues:-Arms Straight-Thumbs to the floor-Cradle and PassSetting Cues:-Wide fingers-Control cradle-Superman release*\*\*\* Challenge: Keeping Score* | Only 2 volleyballs will be needed. Collect other balls when Courts set up as such: L  2 W 1Losing TeamW 3 L 4LosingTeamEach play will be one rally. After the rally is complete, each team will do the following:Winner team of rally will go to the winner’s side of the court or outside courts (Court 1 and 3). If already on the winning side, the winners stay.Losing team of rally will go to the next court and wait to be the next team on the court (Court 2 or 4). This is a fast game and should have the students moving quickly. If there are any issues with understanding, stop all activity and complete another demonstration. All the volleyballs will be left at the center of the courts on which they were used and the students will be brought into the middle of the gymnasium, standing in a half moon shape around the teacher.  | 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.  |

**Teacher Reflection**

**Strengths:**

* Lesson had good flow from one activity to another once the students were set up on the court.
* Student demonstrations were brief and effective as all students knew what they were supposed to do.
* Assessment was easy because all the passes were going to the same person on each court. It was easy to watch each person individually as I walked around the courts.
* Activity kept the students moving once they understood the activity.

**Improvements:**

* The second activity seemed to be a little too complex for some students to understand. My first class did really well with the activity, but my next class did not have equal teams of 4 and the students did not understand that their teams could change.
* Cones or poly spots could have been used to mark where the students waiting to get on the court were suppose to wait. In some situations, the students were standing far away from the courts and it was hard to differentiate who was suppose to come on next and who was still waiting.
* The game demonstration could have been the entire way through to the other court and not just on the one court so the students could see the entire rotation of the activity. Once the students were able to play a few times, they understood, but it took longer than I expected in my second class for them to catch on.

**Insights:**

* Next time, I will adjust the activity more so when I have different numbers then perfect, I will already have an idea of what to do to make it easier to understand.
* I will also have more variations to the final activity so if the students are not being successful, we can have a different activity to go to so more students can experience success.
* This experience really showed me how different each class can be. The classroom dynamics and characteristics of each differ so it is crucial to have a different activity in the case that one class does not understand.