**Teacher: Beth Berger Date: February 6, 2012**

**Unit Topic:**  **Volleyball** **Lesson Topic: Game Play/Using All Hits** **# of Students: 29** **Grade: 9-12**

**Objectives:**

1. Objectives -

A Students - 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)

- 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)

- 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. Teacher - During the activities performed in the class, the instructor will keep their back to the wall and constantly circulate the gymnasium while observing and instructing the students.

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

3. Protocols - When I say freeze, you stop what you are doing and look at me. While the teacher is talking you are not. When I say go or you may begin, you are allowed to continue or begin the activity.

4. Instant Activity - (Posted on whiteboard) Jump Rope in proper places for role. 1 min. 2 feet, 1 min. Left foot, 1 min. Right foot.

5. Set Induction - Today we jumped rope to warm up your legs because we are going to work on moving to the ball. We also want to get our heart rates up so that we can have a good workout! We need to be ready for our great games of volleyball we are going to play!

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| LESSON CONTENT & PROGRESSIONS Introduction, 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 STRATEGIES Organization of space, equipment, students (diagrams of practice formations, equipment set up, and game situations ), including method for assigning students to groups | EVALUATION OF OBJECTIVES  How you will monitor and record student progress. Each objective should be assesses or evaluated. |
| **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 So we have the choice of playing girls v. girls like Friday, or mixing the teams up. (Allow students to choose).  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. | Forearm Cues:  -Arms Straight  -Thumbs to the floor  -Cradle and Pass  Setting Cues:  -Wide fingers  -Control cradle  -Superman release  Underhand Serve:  - Hand closed  - Step with opposite foot.  *Challenge: Keeping Score* | All students will be in the middle of the court to observe the skill review.The teacher will pick the teams for the students, by separating the skilled players and mixing up the students. Students will be separated onto 2 courts with a full team and a substitute. Court Setup will look as such:  4  3  2  1  All rotations will go CLOCKWISE, at the teachers call. The students will rotate through the numbers (1 to 2, 2 to 3, 3 to 4, 4 to 1) for the first rotation, and then the inside courts will be the only ones to switch. Switches will be made so that all students get to play all teams.  Out of bounds is the | Courts are staggered so that the students do not collide with each other.  Assessment will be informal performance-based; focusing more on the *process* than the product.  The teacher will walk around the gym and monitor the students to keep them on task and make sure that the skills are being done correctly. |
| **Conclusion/Review:**  How much harder was it to play when you needed to hit the ball more than once on your side to score a point?  What skills did you need to work on to be successful? Suitable answers: Teamwork, communication, calling the ball, strategizing.  Well now that we are all moving closer to master volleyball players, we will continue to use these skills and continue playing with our teams. |  | All students will be brought into the middle of the court in a half circle. |  |

**Teacher Reflection**

Strengths:

* The classes activity level was quite high the whole lesson. We were at the end of our volleyball unit so the students were use to what they were supposed to do by this point.
* Most students enjoyed this lesson, they liked having different team mates and enjoy playing volleyball at their level.

Improvements:

* Some of the students were not following the protocols and were acting up throughout the class. I need to be much more assertive with my second group, as the first group is much more laid back and easy to teach.
* Some of the students did not feel challenged enough. Next time, I will allow them to pick their own teams and play in a competitive league and a recreational league.

Insights:

* There was a vast difference between each of my classes. The personalities and characteristics of both showed the difference between a good lesson for one and a horrible lesson for the other.