**Teacher: Beth Berger Date: February 8, 2012**

**Unit Topic:**  **Volleyball** **Lesson Topic: Game Play/Variations** **# 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 - The teacher will enforce protocols and safety throughout the class period.

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:**  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? | 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, Repetition* | All students will be in the middle of the court to observe the skill review.The students will choose which type of game play they would like to participate in for the period. Once the students choose, the teacher will divide up the students properly, separating the issue students from each other. Court Setup will look as such:  1  4  2  1  2  3    If more than one full court of students wants to play, open another court. | Courts are staggered so that the students do not collide with each other.  Assessment will be formal performance based assessment. Today, we are assessing the skill of the forearm pass. Each student was graded on a 4 point scale as to if they were able to perform the cues (arms straight, thumbs to the floor, cradle and pass) and also having an athletic stance of their knees bent.  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:**  What skills did you need to work on to be successful? Suitable answers: Teamwork, communication, calling the ball, strategizing.  What did you work on today that may make you a better volleyball player? Suitable Answers: Serving, Passing with forearms, moving to the ball, passing with a partner.  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:

* This lesson worked well for reviewing the skills. The review was very fast and the students actually valued from this review.
* This lesson also worked well for assessing the skills. I was able to circulate easily, which was good for observing the students for their safety and also to assess.
* Most of the students enjoyed having the choice to play at whatever level they felt comfortable. The students had a lot of fun with this and continued asking to play like this the rest of the week.

Improvements:

* When given the option, a lot of the students wanted to play a competitive game. A lot of the students who really were not at the level of the competitive game were girls who did not want to touch the ball, but really just wanted to play with the guys. I separated the girls from the boys, and a few girls acted out very badly. If the students were really trying to play successfully, they could have participated in the competitive game, but they did not.
* I could tell that some of the students wanted to be in the recreational game or skills training, but none of them stepped out because perhaps their friends did not. I did not want to force the students, but the girls league was much less competitive so some of the girls really enjoyed this.

Insights:

* It was nice to have options, but majority of the students did not want to do anything outside of the normal. Even if their skills were not up to par, they did not want to miss out on the social opportunity to play with the higher level students.
* Next time, I would offer more of the competitive level teams and split them up so that they could play with equal skills, but there simply were not enough students to do this.