

Teacher: **Chris Seward**

Grade/subject: **High School**

Time available:

Lesson title/topic: Pre-test, review skills, play four way volleyball

Lesson date:

STANDARDS/BENCHMARKS/GLCE/HSCE addressed in this lesson:

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis).

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

OBJECTIVES:

Psychomotor: Students will be able to perform a serve, bump, set, and spike using TA from 3 of 4 times in a station setting

Cognitive: Students will be able to express knowledge of the game of volleyball in a post-test

Personal Social: Students will be able to demonstrate these skills 3 of 4 times during the games

INSTRUCTIONAL ACTIVITIES:

Time: Anticipatory Set: Does anybody watch the Olympics and see the Men's beach volleyball team, or the womens?

Written Test

Centrally Located Position: Students will be sitting scattered throughout the gym and facing the front of the gym.

Dry Run: Today we are going to take a written pre-test on the game of volleyball. When I pass the test out to you put your names on it and then complete the test, when you are finished bring the test up to me and then start walking around the gym to begin the warm-up. Once the last person is done with their test and walking I will start the music and we will run for 3 minutes to get a little warmed up. After the three minutes are up the music will shut down and you are to get into four lines along the baseline.

Questions: what do you do when you are finished with the test?

Movement Preparation (Warm Up)

Centrally Located Position: In front of the students while they are in four lines on the baseline prepared to do short drills for warm ups.

Dry Run: (demonstration/explanation): Students will be doing a series of drills to warm up. On the call by the teacher the students will perform the skills from the baseline to the free throw line and then once the last person reaches the free throw line they will do it back.

1. High Knees
2. Butt Kickers
3. Karaoke
4. High Skips

Challenge: Try to do these skills correctly to warm you up and decrease the chance for injury.

Safety: Be aware of your surroundings, if you are feeling tired slow down.

Questions to Check Understanding: Where do you perform the skill to? When do you go back?

Transition: When I call out the first skill go.

Review: Teaching Forearm Pass

Teacher Model 4 Critical Points: Bump

1. Ready
2. Elbows straight
3. Platform
4. Shrug

Questions to Check for Understanding: What does the ready position look like? How should you finish the pass?

Review: Set

1. Ready Position
2. Diamond
3. Contact
4. Fingers extend

Questions to check: What does the diamond look like? Who can show me the critical points?

Review: Serve

1. Ready
2. Toss
3. Lead with Elbow
4. Hit and follow through

Practice/Drill

Centrally Located Position: in front of students who are sitting on the baseline.

Dry Run: (demonstration/explanation): Students will be in teams of three and the object of the drill will be to keep the ball volleyed by way of forearm pass, or a set. The way it works is group member #1 would be standing about five feet away from the other two partners who are lined up one behind the other. Partner #2 in the front will bump it to the other partner #1 and then run and switch positions to be behind partner #1. The partner retrieving it will then bump it back to the partner #3 standing there who will bump it to Partner #2 that funneled into the position number 1 was in.

Challenge: Keep the ball off of the ground for as long as you can.

Safety: be careful when running back not to run into one another.

Questions to Check Understanding: What does partner #2 do after hitting the ball to partner #1? If the ball is low how would you hit it? If it is high?

Transition: When I say go I would like everybody to get into groups of three, two partners on the serve line and 1 facing them about 5 feet out. Go

Students Practice

Transition: freeze. When I say go whoever has the ball bring it back to the bag and the rest sit down along the baseline. Go

Culminating Activity

Centrally Located Position: talking to the students who are along the baseline

Dry Run: I will have a group of students demonstrate the drill after the explanation. For this game we are playing four square volleyball. How it works is with the four squares anybody can hit the ball to anybody. For example square one starts with the ball and then they can serve it to any of the courts and then the court they hit it to hits the ball to whatever court they would like to. This will keep going until a team reaches 10 points, then they will rotate. To get a point you must legally hit a ball over the net and the ball to not be returned to any other court. After a point is scored the ball is then served from the teams court that the ball landed in.

Questions: where can you hit the ball? How do you receive a point?

Transition: When I say go I would like everybody to get into groups of 4 and sit down. (teacher splits the groups up by two to a court, 6 per court). Go

RESOURCES/MATERIALS and CLASSROOM SET UP needs:

Volleyball nets, volleyballs, radio or stereo, whistle.

Source: www.pecentral.org