

Teacher: **Chris Seward**

Grade/subject: **High School**

Time available:

Lesson title/topic: Post test skills, volleyball games.

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 skills during the games

Cognitive: Students will be able to express knowledge in the game of volleyball

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?

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.

Skills Testing Stations:

Station 1

Centrally located position: The students will follow around to each station for a demonstration.

Dry Run: This station works on the serving and volley ability of students. Students will line up at the appropriate length away from the net and will serve the volleyballs over the net. The students must try to volley the serve over the net, but if able, land their serve in the target matt and keep the volleyballs within the station. Failure to follow directions will result in disciplinary acts. Students will be informally assessed by participation and the ability they show before learning. Students will be given 1 point per serve over the net and 5 points per serve in the target mat. After serving the students will walk to the side of the net to retrieve their balls.

Challenge: Try to land the serve either on the mat or on a hula hoop.

Safety: When retrieving the balls be on the lookout for other balls being served.

Questions: When do you retrieve the balls?

Station 2

Centrally located position: Students will be following the teacher for a demonstration.

Dry Run: This station works on forearm passing or bumping. There will be two lines of students where the line closest to the wall will be the motor supportive line while the line closest to station 1 will be the passing line. Students in the supportive line will toss the volleyball into the air towards their partner. Students in the passing line will track the ball and forearm pass/bump the ball back to the supportive partner. After 3 attempts, the lines will switch sides allowing the other students to participate. Each successful forearm pass will result in 1 point per student.

Challenge: I challenge you to get all three attempts hit back softly to the wall

Safety: Make sure when tossing you are paying attention to the ball when it is hit back.

Questions: How many attempts?

Station 3

Centrally located position: Students will be following the teacher for a demonstration.

Dry Run: This station works on the setting abilities of the students. Student 1, who is furthest from the net, will be the motor supportive student, as they will be tossing the ball to the student 2. Student 2, who is next to the net, will then set or fingertip pass the ball along the net. Lastly, there will be student 3 who will be waiting to catch the pass. After the sequence of events occur, students will rotate in a clockwise rotation.

Successful sets along the net or wall will award students 1 point.

Challenge: I challenge you to place the set in a good position for somebody to spike it

during gameplay

Safety: be careful when rolling the balls back

Questions: What does the person getting the ball tossed to them do?

How long at each station: 30-45 seconds, go through each station 3 times

Rotational Signal: Pause of the song

Transition to start stations: Song starts back up

Transition to end stations: tell the students which way to rotate after the stopping of the song

Culminating Activity

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

Dry Run: (demonstration/explanation): Students will be in teams of 4-5 and they will be playing full volleyball games. For the games the rules are if the ball hits the line it is in, if the ball is hit more than three times on one side it is considered a point for the other team, if anybody hits the net the other team gets a point, the games will be played to 25 or until the ten minute rotation signal is made. I will have one group of students demonstrate the rotation so they can visualize the boundaries and ways to perform the games.

Challenge: I challenge you to pass it to teammates on the first hit instead of just hitting it right back over the net.

Safety: be careful walking to get balls, or hitting balls and watch out for the other games being played.

Questions to Check Understanding: How do you rotate? If the ball hits the line is it in? What skills will we be using to hit the ball? What happens if somebody hits the net?

**Transition: When I say go I would like everybody to get into groups of 4-5, if you do not have a group come see me. When you have a group choose a court and go stand on it.
Go**

Students Practice

Rotate every 10 minutes.

Transition: freeze. When I say go whoever has the ball walk it back to the bin and everybody else pick up their post tests that are on the table on the way out and head in to change. Go

RESOURCES/MATERIALS and CLASSROOM SET UP needs:

Volleyball nets, volleyballs, radio or stereo, whistle.

Source: My brain, www.pecentral.org

www.michigan.gov/phyped