

Old Dominion University
Physical Education Lesson Plan

Name: Adam Smith

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Grade Level: 6th

Unit: Volleyball/Handball

Lesson Focus: Passing

#1/5

Lesson Duration: 45 min

Instructional Model: Direct Instruction

(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

SWBAT perform the proper passing/setting movements conducted during a volleyball game 3 out of 5 times during the lesson.

SWBAT demonstrate understanding in movement patterns and game situations involved in gameplay during think, pair, share at the end of the lesson.

SWBAT work cooperatively with other students during the volleyball lesson by passing and communicating effectively.

Objective:

Domain: Psychomotor

NASPE: **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

VA SOL: 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.

- a) Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.

Assessment: Observing proper form

Objective:

Domain: Cognitive

NASPE: **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.

- d) VA SOL: Analyze movement situations for direction, speed, accuracy, and pathways to improve performance.

Assessment: Think, Pair, Share

Objective:

Domain: Affective

NASPE: **Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

VA SOL: 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

a) List and demonstrate problem solving, conflict resolution, and decision-making skills.

Assessment: Observation of teamwork during the lesson

PART II – REFERENCES AND EQUIPMENT**References:**

Equipment: 5-6 volleyballs for group work

PART III – LESSON ACTIVITIES**INSTANT ACTIVITY**

(Time: 10 min)

Organization/Transition: Students will enter the gym and students changing clothes will be directed to go to the locker rooms. Other students will be directed to walk on the outside of the basketball court lines to music. Attendance will be taken at this time. After students have changed, they will join the other students in an Instant activity of Four Corners.

Description: Students will stand in one of the four corners of the gym lined out by four cones. They will then begin to jog around the gym to music. When the music stops, the students will then find the closest corner to them within five seconds. If students have not found a corner in the time period they will move to the center of the gym and jump rope until the music stops again. They will then join the other students jogging and the next set of students that did not find a corner will come to the middle to jump rope.

Materials: 16 cones, 10 jump ropes

SET INDUCTION

(Time: 5 min)

Organization/Transition: Students will be directed to the center of the gym before the main lesson. At this time, they will be instructed on the importance of learning Volleyball and Handball before the

holiday season and the School's Turkeybowl. There will be a Student vs Staff Volleyball game and a grade vs grade handball tournament.

Description:

Materials:

MAIN LESSON **(Total Time: 25 min)**

Activity 1 **(Time: 10 min)**

Organization/Transition: Students will be broken up into small groups and will practice passing the volleyball within the group.

Description: Groups of 4-5 will be formed and the groups will practice passing/bumping the volleyball back and forth to each other. A goal will be added to see how many times the group can hit the ball in the air in a row. The focus should remain on hitting the ball with the proper form.

Equipment: Volleyballs

Cues: Use your forearms, bend your knees

Modifications: Using a bigger ball to make it easier to hit.

Activity 2 **(Time: 10 min)**

Organization/Transition: Students will be asked to split their group to have as even a number as possible on either side of the volleyball net.

Description: The group's goal will be hitting the ball across the net to each other without letting it hit the ground.

Equipment: Volleyballs and nets

Cues: Use your forearms, bend your knees

Modifications: Using a bigger ball to make it easier to hit.

Activity 3 **(Time: 5 min)**

Organization/Transition: Students will be directed away from the nets and go back to the space they had before for group work.

Description: The groups will work on setting the ball using the proper form to one another and attempt to not let the ball hit the ground

Equipment: Volleyballs

Cues: Bend your knees and using your fingers to press the ball in the air

Modifications: Using a bigger ball to make it easier to hit.

CLOSURE

(Time: 5 min)

Organization/Transition: Students will be brought back to the center of the gym for think, pair, share time.

Description: How much communication was needed to not bump into each other? Was it easy or hard to keep the ball in the air? Was it easier to use the bigger ball and if so, why?

Equipment:

PART IV - REFLECTION