

Old Dominion University
Physical Education Lesson Plan

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Unit: Volleyball

Lesson Focus: Passing and moving # 2/5

Grade Level: 7th

Lesson Duration: 35 min.

Instructional Model: Skilled Theme

Part 1 – Standards, Objectives, and Assessment

Lesson Goal(s)

- By the end of the lesson, the students should be able to know how to use the proper technique to pass a volleyball and move to a new space.
- The students should be able to understand how to bump a volleyball to another person and/or target
- The students should be able to understand how to receive a volleyball from another student
- The students should be able to participate in all class activities cooperatively without disturbing the class or lesson
- The students will be able to perform the activities in a safe manner

Objective:

Students will demonstrate how to bump a volleyball, which will be reviewed during the lesson.

Domain: Psychomotor

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

VA SOL: 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.

b) Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage.

Assessment: Students will be evaluated by a rubric with a certain amount of points that can be earned. The rubric will contain the use of the proper techniques and the frequency throughout the lesson that the students used the proper techniques

Objective:

Students will understand how to bump a volleyball using proper techniques.

Domain: Cognitive

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

VA SOL: 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.

- d) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements.

Assessment: Students will be evaluated by a checklist if they understand and can demonstrate how to properly execute passing techniques.

Objective:

Students will be able to demonstrate appropriate encouragement to peers and receive feedback.

Domain: Affective

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

VA SOL: 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.

- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.

Assessment: Students will reflect on how they communicated to their peers and how that affected their peers.

Part 2 - References & Equipment

References: Instructor

Equipment: Volleyballs

Part 3 - Lesson Activities

Instant Activity

(Time: 5 mins)

Organization/Transition: Students will gather in center of gym and receive instructions for game of locomotor line tag.

Description: Students will play line tag with all students staying on lines of the court without jumping across lines by various methods of locomotion while designated student(s) act as tagger. Upon being tagged roles switch.

Materials: Multipurpose lined gym floor, training vests

Set Induction

(Time: 2-3mins)

Organization/Transition: Students will be sitting in front of teacher to receive directions for the day's activities.

Description: Teacher will review the learning targets. Students will be asked what they know about the proper ways to bump a volleyball to see if they already know some aspects of the proper techniques. Then students will be told what activities they are participating in for the day.

Materials: None

Main Lesson

Activity 1

(Time 10 mins)

Passing Lines

Organization/Transition: Students will gather in front of teacher and given instructions. Once instructions are given students will get in line behind assigned cone.

Description: Students will bump a volleyball to player across from them and follow their pass to the back of the opposite line

Equipment: Volleyballs and cones

Cues: Eyes on ball, follow through, proper surface

Modifications: Gator ball or beach ball

Extensions: Introduce height to pass/receive, alternate patterns of movement, challenge of consecutive passes

Activity 2

(Time: 10-15 min)

5 Team Game

Organization/Transition: Students will stand around the teacher while instructions are given. Once instructions are given students will go to where teacher has directed them.

Description: Students will be split into 5 groups each with a volleyball spread out evenly in the gym space. Students will attempt to keep the ball up as a group using techniques shown. If ball drops, the student who caused the ball to drop moves to a new group. No group should ever have less than 3 students.

Equipment: Volleyballs

Cues: Eyes on the ball, find shape, follow through, proper weight of bump.

Modifications: Students can use a bigger ball.

Extension: Must complete passes in a certain pattern.

Closure

(Time: 5 min)

Organization/Transition: Students will stop and meet in the middle, will place volleyballs on storage rack. Students will then be instructed to sit in front of the teacher to answer questions.

Description: Once students are sitting quietly; review the days lesson and preview the next lesson.

Equipment: N/A

Part 4 - Reflection

Did the students learn to properly bump a volleyball?

Can the students describe how to bump a volleyball correctly?

Did the lesson have high activity level?

Does anything need to change to make this lesson more effective?

Did the students offer appropriate encouragement to peers?