

Old Dominion University  
Physical Education Lesson Plan

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Unit: Volleyball  
# 4/5

Lesson Focus: Bump Passing/ Setting/ forehand striking

Grade Level: 7th

Lesson Duration: 45 min.

Instructional Model: Motor Skill Theme

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### Part 1 – Standards, Objectives, and Assessment

#### Learning Targets:

- I can identify muscles used when striking a volleyball
- I can explain how each plane of motion is used when playing volleyball
- I can determine which strike to use when the ball is coming toward me
- I can use the correct hand placement for each strike

#### Lesson Goal(s)

- By the end of the lesson, the students should be able to know how to use the proper technique to forehand strike a volleyball using their hands
- The students should be able to understand how to bump pass a volleyball to another person and/or target
- The students should be able to understand how to receive a volleyball hit by 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

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#### Objective:

Students will demonstrate how to strike a volleyball with forehand strikes, bump passes, sets, and spikes consistently, which will be taught 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:** SOL 10.1.a Demonstrate skill attainment in one or more lifetime activities.

**Assessment:** Students will be evaluated with peer assessment. Students will be given a rubric with a certain amount of points allotted. Their partner will check off whether or not they can accurately demonstrate the tasks.

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**Objective:**

Students will understand how to strike 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:** SOL 10.1.b. Apply and demonstrate the knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

**Assessment:** Students will be evaluated using a checklist that is evaluated by the teacher, if they understand and can demonstrate how to properly strike an volleyball.

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**Objective:**

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

Domain: Affective

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

**VA SOL:** SOL 10.1.d. Demonstrates appropriate and proper use of equipment in one or more lifetime activities.

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

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**Part 2 - References & Equipment**

**References:** Instructor

**Equipment:** Volleyballs, balloons, gator balls or softer volleyballs, volleyball net

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**Part 3 - Lesson Activities**

**Instant Activity** (Time: 5 mins)

**Organization/Transition:** Students will gather in the center of the gym to receive instruction from the teacher for ships and sailors.

**Description:** Students will play ships and sailors. During this game various tasks will be assigned. If the task is completed last that individual has an exercise to complete

**Materials:** Mac Court

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**Set Induction** (Time: 2-3mins)

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

**Description:** Teacher will review the learning targets. Students will be asked what they know about volleyball and how to properly strike the ball.

**Materials:** Learning target board

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## **Main Lesson**

### **Activity 1**

**(Time 5 mins)**

#### **The Floor is Lava**

**Organization/Transition:** Students will gather in front of teacher and given instructions. Once instructions are given students will get a balloon find their own self space and begin the activity.

**Description:** Starting off students will be in their own self space bouncing the balloons using their hands. Students will explore different angles with their hand to see where the balloon travels. Once students feel comfortable they will be able to walk around the gym and practice different type of striking techniques (set, forehand, bump)

**Equipment:** Balloons

**Cues:** Eyes on balloon, fingertips, follow through

**Modifications:** Gator ball or soft volleyball

**Extensions:** Move to gator balls and practice different ways of striking.

### **Activity 2**

**(Time: 10-15 min)**

#### **Partner passing**

**Organization/Transition:** Students will stand around the teacher with the ball or balloon on the floor by their feet while instructions are given. Once instructions are given students will find their own self space and begin the activity.

**Description:** Students will find a partner and their own self space. Students will begin striking the ball to one student and then they will catch it and return the ball. First students will start with the bump pass then move on to set, then forehand.

**Equipment:** volleyballs.

**Cues:** Eyes on the ball, forehand, follow through, arms extended

**Modifications:** Students can use a softer ball.

**Extension:** Take a step back for every completed pass with the partner

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### **Activity 3**

**(Time: 10 - 15 min)**

#### **Serve**

**Organization/Transition:** Students will stand where they are with their volleyball at their feet while instructions are given. Once instructions are given students will find a partner and begin the activity.

**Description:** Students will find a partner and stand in their own self space facing each other. Students will practice serving the ball to one another using correct technique.

**Equipment:** lines on the mac court, volleyballs.

**Cues:** eyes on the ball, follow through, teamwork, finger pads

**Modifications:** use a softer ball

**Extension:** take a step back for every completed pass between each partner.

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#### **Activity 4**

##### **Play Volleyball**

**(Time: 10 -15 min)**

**Organization/Transition:** Students will stand around the teacher with their ball at their feet while instructions are given. Once instructions are given students will find their place on each side of the net and begin playing.

**Description:** Students will get into small teams of 6 and play a game of volleyball. First team to 21 points wins

**Equipment:** Mac Court lines, volleyballs, volleyball net

**Cues:** eyes on the ball, be ready, follow through, move quickly, team work, finger pads

**Modifications:** use a softer ball.

**Extensions:** Every student must touch the ball before it goes over the net

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#### **Closure**

**(Time: 5 min)**

**Organization/Transition:** Students will stop and give their volley ball to the teacher. Students will then be instructed to sit in front of the teacher to answer questions.

**Description:** Once students are sitting quietly; the teacher will make small groups where students will then participate in “think, pair, share” once they are done discussing students will share with the class their findings. If something is missed, the teacher will go over it.

**Equipment:** Learning Targets board

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#### **Part 4 - Reflection**

Did the students learn the correct technique for each type of strike

Can the students describe how to strike a volleyball correctly?

Did the lesson have high activity level?

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

Did the students offer appropriate encouragement?