

Old Dominion University  
Physical Education Lesson Plan

Name: Kelsey Bowser

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Unit: dodgeball

Lesson Focus: dodging and throwing # 5/5

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 throwing and dodging a ball
- I can explain how each plane of motion is used when playing dodgeball
- I can determine which body part to move when a ball is coming toward me
- I can use the correct form when throwing a ball

#### **Lesson Goal(s)**

- By the end of the lesson, the students should be able to know how to use the proper technique to throw the ball
- The students should be able to understand how to throw the ball to another person and/or target
- The students should be able to understand how to dodge a thrown passed 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 pass a ball using their non-dominant and dominant foot as well as the inside or the outside

**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 7.1.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 pass a ball 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 7.1.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 pass a ball

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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 7.1.d. Demonstrates appropriate and proper use of equipment in one or more lifetime activities.

**Assessment:** Students will reflex on how they communicated to their peers and how that effected their peers.

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**Part 2 - References & Equipment**

**References:** Instructor

**Equipment:** dodge balls, cones

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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 rapid warm up.

**Description:** Students will do a quick warm up activity to get their blood moving. During this activity, index card will be scattered in the middle of the gym. Students will get in groups of 3 or 4, students will take turns running to the center of the gym pick up a card and run back. Students will complete what is on the card and continue this cycle until all the cards are gone.

**Materials:** Mac Court, index cards

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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 dodgeball and all the different versions of dodgeball

**Materials:** Learning target board

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## **Main Lesson**

### **Activity 1**

**(Time 5 mins)**

#### **Classic Dodgeball**

**Organization/Transition:** Students will gather in front of teacher and given instructions. Once instructions are given.

**Description:** Students will be divided by class. One class will be on one side of the gym while the other class is on the other. At the sound of the whistle students will play a classic game of dodgeball. The ball must be hit below the neck in order for it to count. If the ball is caught, the person throwing the ball is out and a player from the catchers side may come back in. If a student gets out they must go to the side line and do 15 air squats and wait for their turn to return to the game. If jail-brake is called all students are allowed back in the game

**Equipment:** foam balls and cones

**Cues:** step with opposite foot, elbow up, rotate arm back, extend arm forward, follow through

**Modifications:** smaller ball

**Extensions:** use bigger balls

### **Activity 2**

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

#### **Army man**

**Organization/Transition:** Students will freeze at the sound of the while, stay where they are and put the balls down on the ground with their hand son their head. Students will listen to the instructions for the new game

**Description:** Students will be divided by class. One class will be on one side of the gym while the other class is on the other. At the sound of the whistle students will play an army game of dodgeball. The ball must be hit below the neck in order for it to count, which ever body part gets hit (arms and legs) they pretend to “lose” that body part and continue playing until all body parts are lost. If the ball is caught, the person throwing the ball is out and a player from the catchers side may come back in. If a student gets out they must go to the side line and do 15 air squats and wait for their turn to return to the game. If jail-brake is called all students are allowed back in the game

**Equipment:** foam balls and cones

**Cues:** step with opposite foot, elbow up, rotate arm back, extend arm forward, follow through

**Modifications:** use smaller balls

**Extension:** use bigger balls

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### Activity 3

(Time: 10 - 15 min)

#### Knock the cones down

**Organization/Transition:** Students will freeze at the sound of the while, stay where they are and put the balls down on the ground with their hand son their head. Students will listen to the instructions for the new game

**Description:** Students will be divided by class. One gym class on one side and the other gym class on the other side. Various cones will be spread out on each side of the gym. At the sound of the whistle, students will aim to knock the cones over rather than aim for their friends. If all the cones get knocked over that side loses the game.

**Equipment:** foam balls and cones

**Cues:** step with opposite foot, elbow up, rotate arm back, extend arm forward, follow through

**Modifications:** use smaller balls

**Extension:** use bigger balls

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### Activity 4

#### Bowling dodgeball

(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 gym

**Description:** Students will follow the traditional dodgeball rules. Only thing time they are rolling the ball instead of throwing it. If the ball bounces off of the floor and a student catches it, the student who rolled it is out. The students who get out will go to the sidelines do 15 air squats and wait in line to return to the game (a ball must be caught in order to return). If jail-break is called all the students who are out return to the games.

**Equipment:** cones and foam balls

**Cues:** bend down. Swing arm back, swing arm forward, release low to the ground, follow through

**Modifications:** use a bigger ball.

**Extensions:** use smaller balls

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### Closure

(Time: 5 min)

**Organization/Transition:** Students will stop and give their 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 dodgeball?

Can the students describe how to throw a ball 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?