**Indian Land High School**

**Physical Education/Health**

**Lesson Plan**

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| **Grade Span/Level:**  **Time Frame:****1st Unit:** **Volleyball**    **Activity:** **serving, passing/receiving, spiking, blocking Objective:** **The student will be able to demonstrate the ability to perform volleyball skills as it relates serving, passing/receiving, spiking, blocking, teamwork, sportsmanship, and cooperation.** | | |
| Physical Fitness Goals**:** **Striking and eye-hand coordination. Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, coordination, balance, speed, power, agility, and reaction time.**  Fitness Gram: **Yes  No** | **PE** **Standards Addressed:** **1-6**  **Health Standards Addressed:** | |
| Equipment Needed: standards, nets, volleyballs | Space Requirements: Gym | |
| Essential Skills: Basic strategies and tactics of the game  Skills: serving, passing/receiving, spiking, and blocking.  Development of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, balance, coordination, agility, power, speed, reaction time, cooperation, teamwork, and sportsmanship.  Essential Content Knowledge: Rules of etiquette, safety, and game play. Basic strategies and tactics of the game. Knowledge of serving, passing/receiving, spiking, blocking, weight transfer, force, angles, contact point, and trajectory. Terms:offense, defense, unreturned ball/rally scoring=1 point, sideline, backline, out-of-bounds, in-bounds, violation, assist, cut, ready position, fake, side out, court, ball, net, front (left, center, right), back (left, center, right), rotation, backcourt, cross court, switch, percentage, ace, attack, decoy, floater, game, set, strong side, weak side, penetration, and alley. | | |
| **Activity** | **Description/Process** | **Time** |
| Warm-up | **Dynamic-Jog/sprint, line jumps, shuttle run, push-ups, sit-ups, squats, high knees, a-skip, power skip, bounding, speed rope.** | **5 minutes.** |
| Teacher Demonstration | **The teacher will demonstrate the following: First Day-Background history/rules (Power Point, Visual Aid, Study Guide)-Student Note-Take,**  **Grip, stance, footwork, serving, passing/receiving, spiking, and blocking.** | **10 minutes** |
| Practice Activities | **Students will work:independently, with a partner, in groups of 4 (8 teams) and participate in volleyball games:**  **Individual (No net)**  **Self Underhand Serve and Catch (Against the Wall)**  **Self Toss, Forearm Pass-Bump, and Catch (Against the Wall)**  **Self Toss, Overhead Pass-Set, and Catch (Against the Wall)**  **Self Underhand Serve, Bump, and Catch (Against the Wall)**  **Self Underhand Serve, Bump, Set, and Catch (Against the Wall)**  **Self Toss, Spike, and Catch (Against the Wall)**  **Self Bump AMAP-As Many Times As Possible..in a row (Personal Space)**  **Self Set AMAP (Personal Space)**  **Partner (No net)**  **Underhand Serve and Catch**  **Underhand Serve, Bump, and Catch**  **Underhand Serve and Bump AMAP**  **Underhand Serve, Set, and Catch**  **Underhand Serve and Set AMAP**  **Underhand Serve, Bump, Set, and Catch**  **Underhand Serve, Bump and Set AMAP**  **Underhand Serve, Bump, Set, Spike, and Catch**  **Group of 3 (No net)**  **Underhand Serve and Bump AMAP**  **Underhand Serve, Bump, and Set AMAP**  **Underhand Serve, Bump, Set, and Spike AMAP**  **Group of 8 (4v4)-Net**  **Underhand Serve and Catch**  **Underhand Serve and Bump AMAP**  **Underhand Serve and Set AMAP**  **Underhand Serve, Bump, and Set AMAP**  **Underhand Serve and Volley AMAP**  **Team (Net)**  **Modified Games-8 teams of 4 players will rotate clockwise and play 8-4 minute games.**  **Last Day-Written Test, Skills Test, and Round Robin Tournament (Regulation Games).** | **60 minutes** |
| Cool-Down | **Static-Superman, standing hurdles, squatted butterflies, sit and reach, trunk lift.** | **5 minutes.** |
| Monitor and Feedback  (Formative Assessments) | **The teacher will walk around the peripheral area giving specific feedback (ex. making positive comments regarding good effort, attitude, teamwork, good communication skills, and fair play. Teacher Observation, Peer Observation, Skills Test (0-4 Rubric), and Written Test (10 T/F Questions).** | **Throughout the lesson.** |
| Special Needs/Modifications | **Peer buddies, extended time, preferential spacing, colored equipment, smaller equipment, smaller groups, equal groups based on personalities/ethnicity/gender/ability, music-hip hop.** | **N/A** |
| Integration Elements: | **Literacy Skills:** **Reading and comprehension, interpreting textual information.**  **Math Skills:** **Counting, angles, geometry, measurement.**  **Lifetime Appreciation:** **Teamwork, sportsmanship, cooperation, improvement of fitness level, recreational activity, social interaction, family/church/local league participation.**  **Health:** | |