

Planning Assignment

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EPHE 310 A02: Physical Education for General Classroom Teachers

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Lesson Plan

<p>Volleyball Unit Lesson 5 out of 6 Grade(s): 6 Materials/Resources: Nets, volleyballs (one per pair of students), Line Markers (one for each student) Level of Physical Activity: Moderate</p>	<p>Learning objectives:</p> <ul style="list-style-type: none"> • Communication • Working as a team • Passing with reasonable accuracy • Three touches • Ball doesn't touch the ground • Strengthens basics 	
<p>Parts of the lesson: Set up for me before class:</p> <ul style="list-style-type: none"> • Volleyball nets set up (two nets, one on either side of the centre line of the gym) • Volleyballs (one per person) • Line markers (two per pair) set up in the gym for each person in the pair to stand at (three meters apart) <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm up 2. Setting drill 3. Passing drill 4. Mini Court 	<p>Time</p>	<p>Teaching Points</p>
<p>Lesson Description and set up</p> <p>Warm Up</p> <ul style="list-style-type: none"> • Teacher stands at the front of the class on one side of the gym with their hands over their eyes • Students are waiting on the opposite side of the gym • I say either green light, yellow light, or red light • Players who are still moving during Red light have to start from the beginning again • I demonstrate each of the exercises before starting the warm up • If there is extra time or the game ends quicker than expected the student who touches the wall first then becomes the person who yells out the colour (I would stand next to the student incase they are too quiet or they need to be reminded of what the colours mean) 	<p>8 mins (11:03)</p> <p>5 - 8 mins (11:11)</p>	<p>While students are setting up</p> <p>Rules:</p> <ul style="list-style-type: none"> • Do not go before the teacher says 'green light' • Students follow the rules for each colour, Green = high knees, Yellow = Lunges, Red = Stop • Do whichever colour is said • Only move forwards unless told to stop • If students are having an easy time make the exercises for each colour more challenging • Emphasising body control and spatial awareness

<p>Setting Drill:</p> <ul style="list-style-type: none"> • Each student grabs a ball and finds a blank space on the wall that is at least five feet away from another student • The student then begins tossing the ball against the wall, high enough so that they can get under the ball and catch it right above their hairline • Students catch the ball from underneath with their fingers spread and their left pointer finger and thumb nearly touching their right pointer finger and thumb, which creates an upside down diamond shape. Once they catch the ball students can look at their hands and see if their pointer fingers and thumbs create an upside down diamond shape 	<p>6 - 9 mins (11:20)</p>	<ul style="list-style-type: none"> • Teacher demonstrates how students should make contact with the ball (which is described in the 1st column) • Emphasize getting under the ball, staying in ready position, and creating the upside down diamond shape • If students already know how to set the well ball they can choose a brick (or a spot on the wall) and try to set the ball against that spot, if that is too easy the students can try to see how many rallies they can get to themselves by setting the ball against the wall • Introduces/strengthens setting ability
<p>Passing/Calling Drill:</p> <ul style="list-style-type: none"> • Students are paired up • Both students standing at their markers • Begin with one student tosses the ball directly to their partner and the partner bounces it back to the tosser, the partners switch roles once the tosser has tossed the ball 5 times • Once both partners have bumped and tossed the tosser now tosses the ball two feet to the left or right of the person bumping • once both students have made five bumps back to the tosser the pair can begin again but this time making sure that when they bump the ball it goes higher a head taller than themselves or they if they are having an easy time they can begin to bump the ball back and forth to each other with one bounce in between each contact (rallying) • If rallying the pair must start over if the ball touches the floor more than once in a pass • Students call the ball when going to pass it back • If the students reach 20 continuous bumps, varying on ability, both students can move back two steps, or switch to setting • (After the game is done, students put their balls away and the teacher places the line marks down the middle of the two nets, dividing each court into fours) 	<p>7-10 mins (11:30)</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to bump a ball: making a fist with your left hand and extending the same arm, extending your right arm and wrapping your hand around your left fist, with your thumbs on top of the fists. Make sure that your forearms are facing up to the ceiling and when going to bump the ball keep your arms straight and move your body up and down using your legs (ready position). A sign of bumping correctly is that you are facing the ball head on and that it moves in the direction you are facing. • Teach demonstrates ready position • Emphasis on staying in ready-position and staying low • Emphasis on calling the ball • Emphasis that students use encouraging words and stay positive

<p>Mini Court:</p> <ul style="list-style-type: none"> • Class is split into groups of three • Each group is placed in one of the four courts and is given a ball • Instead of serving the ball to start the match one side will nicely toss the ball over to the team on the other side of the net • Before either team can return the ball each player of the team must touch it once • The teams continue passing over the net, counting how many times they can rally. • If the ball touches the ground then the count starts over <p>Once time is up ask for all students to pick up the line markers, and ask the first few students to help take down nets</p> <p>Closure Movement:</p> <ul style="list-style-type: none"> • Quick movements and being able to start and stop moving are very important skills for volleyball • Always being in ready position • Watching/calling the ball • Social/team building <p>Team play:</p> <ul style="list-style-type: none"> • Being spatially aware • Communication and calling the ball • Reasonable accuracy • Staying positive and having good sportsmanship! <p>Safety:</p> <ul style="list-style-type: none"> • Make sure students are not hitting the ball too hard • Make sure students are not intertwining fingers when bumping • That students have appropriate gym wear, especially shoes • Make sure students are aware of where they are and where their classmates are 	<p>15-20 mins (11:50)</p>	<ul style="list-style-type: none"> • Activity socialises students • Strengthens ability to bump and/or set the ball • Builds communication • Emphasis on players staying in ready-position and calling the ball • If students are having an easy time with the game then adapt the game so that before the ball is put back over the net the players must use both a bump and a set • Emphasis spatial awareness • Make sure players are watching the ball • Team building activity • Builds communication • If students struggle allow for the ball to bounce once every time the teams receive the ball (or more than once depending on skill level)
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Appendix A

Important information about the class and preparation

Due to autism spectrum disorder one of my students has severe anxiety and can become overwhelmed through auditory overload.

Appendix B

Systemic Task Analysis

(Ready position - Leg/foot placement, balance, arm positioning)



Player:

1. Feet are shoulder width distance apart
2. Dominant foot is slightly more forward than the other
3. Body weight distributed evenly but feet staggered to maximize balance
4. Legs are bent
5. Back is tilted forward slightly
6. Hips and shoulders are facing towards where the ball is coming from
7. Shoulders are relaxed with arms extended straight but relaxed from the elbow down
8. Elbows should be at the same height as your hips
9. Hands are approximately ten inches apart and are open with fingers comfortably spread

Universal Design for Learning (UDL) Inclusive Episode

Minimizing threat and distraction 7.3

This UDL episode is evident in my teaching by how I make sure to tell my whole class the plan for that days gym class at least a day before so that all students know what to expect. how I only pick students to help me demonstrate who volunteer and I know are capable of the action being demonstrated. I allow extra space for students who prefer to work in quieter areas. These aforementioned points are used to reduce anxiety and auditory overload for the whole class and specific students (see Appendix A). In general I model a positive mindset/positive attitude and encourage students to speak positively about themselves and their peers, which is evident in the peer-assessment sheet when I ask for the students to write two stars and a wish for their partner, this practice creates a welcoming classroom and allows for students to feel safe to ask questions.

Assessment Tool

Name: _____

Grade Six Volleyball Peer Assessment

Setting:

1. Close distance stationary target
2. Medium distance stationary target
3. Far distance stationary target

Bumping:

1. Close distance stationary target
2. Medium distance stationary target
3. Far distance stationary target

	Before Unit	After Unit
Setting Tier (Circle)	Passes made to target /10	Passes made to target /10
1 2 3		
Bumping Tier (Circle)	Passes made to target /10	Passes made to target /10
1 2 3		

Two Stars and a Wish - Setting

Stars - 1. _____

2. _____

Wish - 1. _____

Two Stars and a Wish - Bumping

Stars - 1. _____

2. _____

Wish - 1. _____

Citations

- Brown, Z. (2019, November 1). Successful volleyball season ends in Regional defeat. Retrieved November 16, 2020, from <https://themchenrymessenger.com/volleyball-season/#>
- Howard, R. E. (1993). A model of fundamental volleyball techniques based on qualitative principles of biomechanical efficiency. *A Model of Fundamental Volleyball Techniques Based on Qualitative Principles of Biomechanical Efficiency*, 138-140.
- Universal Design for Learning. (2019, January 12). Minimizing Threats and Distractions. Retrieved November 25, 2020, from <http://udlguidelines.cast.org/engagement/recruiting-interest/threats-distractions>