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| Class/Grade/Period  Grade 10, Period 1 | Lesson Focus: Lesson Number: \_\_\_\_\_ Date: 2/20/19  Volleyball |
| # of students:  30 | Safety considerations:  Putting up the net and handling the poles, along with sliding knees on the floor |
| Context of teaching: Direct Teaching | |
| Equipment/Materials: Primary teaching model or method: Direct  Volleyballs, net, and poles | |
| Objectives: (What will your students know and be able to do by the end of the lesson?) (3.c and 3.b)  **The student will be able to: (SWAT)**  Psychomotor: TSWBAT demonstrate an understanding of volleyball by playing a proper game with 80% proficiency as observed by the teacher.  Cognitive: TSWBAT pass a written test on the basics of volleyball, rules, and equipment with 80% proficiency as graded by the teacher.  Affective: TSWBAT demonstrate good sportsmanship and teamwork through the game of volleyball with 100% proficiency as observed by the teacher. | |
| Summative assessment of one objective (5.a, 5.b):  Students will be able to play a game of volleyball demonstrating skills and in groups while showing good teamwork throughout the whole game with their peers and the teacher. | |

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| How are you teaching biomechanics in this lesson? (1.c) | How are you teaching physiology in this lesson? (1.c) | What motor learning technique are you using in this lesson? (1.d) | What aspects of motor development are addressed in this lesson? (1.e) | What forms of communication are you including? (Task sheets, visuals, etc.) (4.a) |
|  |  | Locomotor |  | Visual and Verbal |

**\*\*Please highlight in yellow the standards from each box that your lesson addresses:**

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| **National Content Standards (SHAPE, 2017) The physically literate individual**   1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction | **Virginia Standards of Learning (2015)**   1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)** 2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)** 3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)** 4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)** 5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |

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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
| 8:00am | Anticipatory set:  Have the students in their squad lines to give directions |  | Cues (1.c, 4.b)  -have music playing when they first arrive then cut t off when ready to talk  Extensions (3.c) Modifications  Applications and Feedback |  |
| 8:15am | Explain the rules of volleyball, then set students up in groups, then ask if there are any questions. |  | Cues (1.c, 4.b)  Extensions (3.c) Modifications  Applications and Feedback |  |
| 8:30am | Have students practice bumping the volleyball in groups to each other before the real game, making sure no help is needed and all is clear. |  | Cues (1.c, 4.b): bumping during the time of the music  Extensions (3.c) Modifications  Applications and Feedback |  |
| 8:45am | Send students off with their groups to play a real game of volleyball with the whole class, with 5 groups of 6 students in each. |  | Cues (1.c, 4.b)  Extensions (3.c) Modifications  Applications and Feedback |  |
| 9:00am | Clean up all equipment and have students help with retrieving volleyballs and helping put down a net if needed. |  | Cues (1.c, 4.b): blow whistle to gather students and give directions  Extensions (3.c) Modifications  Applications and Feedback |  |
| 9:15am | Closure: discuss the key points of volleyball and what their favorite part was of playing. Dismiss |  | Summative assessment |  |