**Volleyball Day 1**

Grade/Subject: Physical Education 7-9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
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| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1:**  **Resource #2:** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **\***  **\*Volleyballs**  **nets/poles**  **\*** | | | |
| **PROCEDURE** | | | |
| **Introduction** (3 min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* Who plays volleyball?  *Assessment of Prior Knowledge:* Who has played volleyball before?  *Connection to Curriculum:* Skill development  *Expectations for Learning and Behaviour:* Students will respect each other and when I blow the whistle or yell stop they will hold their equipment while I am talking. I expect students to participate and try their best throughout class.  *Advance Organizer/Agenda:* Introduction to volleyball  *Transition to Body:* Warm up | | **GRADE 8/9 GIRLS**  *Attention Grabber:* Who plays volleyball?  *Assessment of Prior Knowledge:* Who has played volleyball before?  *Connection to Curriculum:* Skill development  *Expectations for Learning and Behaviour:* Students will respect each other and when I blow the whistle or yell stop they will hold their equipment while I am talking. I expect students to participate and try their best throughout class.  *Advance Organizer/Agenda:* Introduction to volleyball  *Transition to Body:* Warm up | |
| **Body** (25 min.)**:** | | **Body** (25 min.)**:** | |
| ***Learning Activity #1:*** Warm up – Tag games in the boundaries for volleyball – explain where the lines are and play variation tag games in them. Warm up for physical activity – opportunity for physiology and reasoning behind warming up  ***Learning Activity #2:*** With a partner you need a ball – Setting – how to set – I can use one of the stuents to do this for me – footwork, bending knees, hands, follow through, how many sets can you get with your partner there and back. “How many of you had twenty sets, fifteen, ten, etc.”  *Assessments/Differentiation:* Are students participating and trying to do it correctly?  *Motivation:* Work up to playing a game of Volleyball  \*\* Same thing with passing  ***Learning Activity #3:*** They will do the wave drill with another group of two so there are four of them. They will do it setting and passing.  \*Fukraw – Under the net volleyball – same rules apply, no feet on the ball, three touches.  *Assessments/Differentiation:* Are students on task and listening?  *Motivation:* Working towards game play. | | ***Learning Activity #1:*** Warm up – Tag games in the boundaries for volleyball – explain where the lines are and play variation tag games in them. Warm up for physical activity  – opportunity for physiology and reasoning behind warming up  ***Learning Activity #2:*** With a partner you need a ball – Setting – how to set – I can use one of the stuents to do this for me – footwork, bending knees, hands, follow through, how many sets can you get with your partner there and back. “How many of you had twenty sets, fifteen, ten, etc.”  *Assessments/Differentiation:* Are students participating and trying to do it correctly?  *Motivation:* Work up to playing a game of Volleyball  \*\* Same thing with passing  ***Learning Activity #3:*** They will do the wave drill with another group of two so there are four of them. They will do it setting and passing.  \*Fukraw – Under the net volleyball – same rules apply, no feet on the ball, three touches.  *Assessments/Differentiation:* Are students on task and listening?  *Motivation:* Working towards game play. | |
| **Closure** (5 min.)**:** | | | |
| *Consolidation/Assessment of Learning:* Log Books – fill out honestly. Stretching.  *Feedback From Students:* What did they get from the lesson – log books. Did they learn something new?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* Developing skills for game play. | | *Consolidation/Assessment of Learning:* Log Books – fill out honestly. Stretching.  *Feedback From Students:* What did they get from the lesson – log books. Did they learn something new?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* Developing skills for game play | |

**Volleyball Day 2**

Grade/Subject: Physical Education 7-9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Skill acquisition, leadership, cooperation** | Practice and participate in Volleyball games and activities | | **Log books, observation, questioning, participation** |
| **Skill acquisition, leadership, cooperation** | Play Fukraaw – volleyball under the net | | **Log books, observation, questioning, participation** |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1:**  **Resource #2:** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **volleyballs**  **Nets**  **Log books** | | | |
| **PROCEDURE** | | | |
| **Introduction** (\_\_min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* Explanation of Volleyball under the net – our volleyball players can demonstrate  *Assessment of Prior Knowledge:* What rules apply to volleyball?  *Connection to Curriculum:* Developing skills and knowledge related to volleyball  *Expectations for Learning and Behaviour:* I expect students to be respectful, hold the balls while I’m talking and participate to their fullest ability.  *Advance Organizer/Agenda:* Contribute to a volleyball game  *Transition to Body:* Volleyball activities | | **GRADE 8/9 GIRLS**  *Attention Grabber:* Explanation of Volleyball under the net – our volleyball players can demonstrate  *Assessment of Prior Knowledge:* What rules apply to volleyball?  *Connection to Curriculum:* Developing skills and knowledge related to volleyball  *Expectations for Learning and Behaviour:* I expect students to be respectful, hold the balls while I’m talking and participate to their fullest ability.  *Advance Organizer/Agenda:* Contribute to a volleyball game  *Transition to Body:* Volleyball activities | |
| **Body** (25 min.)**:** | | **Body** (25 min.)**:** | |
| \*\*nets up  ***Learning Activity #1:*** Fukraw – volleyball under the net: serving, no feet, rotate through everyone if there are too many people. Rotate every time it’s your serve (8split up volleyball players to help teams) *Assessments/Differentiation:* Application of volleyball knowledge  *Motivation:* To apply knowledge to a game  ***Learning Activity #2:*** Serving – Get a partner, they are across the gym from you and you need to serve it over the net and in – we will demonstrate an underhand serve for people to try and then an over hand serve for people to try – footwork, where to hit it on your hand, when to step and the serving line.  Which serve do you like better – underhand or overhand?  *Assessments/Differentiation:* Participation and following direction  *Motivation:* To develop volleyball skills for when we play a game.  ***Learning Activity #3:*** Setting to your partner over the net – students should always be looking out for balls flying around and be carful  *Assessments/Differentiation:* Can they set over the net?  *Motivation:* Develop skills for a volleyball game | | \*\*nets up  ***Learning Activity #1:*** Fukraw – volleyball under the net: serving, no feet, rotate through everyone if there are too many people. Rotate every time it’s your serve (8split up volleyball players to help teams) *Assessments/Differentiation:* Application of volleyball knowledge  *Motivation:* To apply knowledge to a game  ***Learning Activity #2:*** Serving – Get a partner, they are across the gym from you and you need to serve it over the net and in – we will demonstrate an underhand serve for people to try and then an over hand serve for people to try – footwork, where to hit it on your hand, when to step and the serving line.  Which serve do you like better – underhand or overhand?  *Assessments/Differentiation:* Participation and following direction  *Motivation:* To develop volleyball skills for when we play a game.  ***Learning Activity #3:*** Setting to your partner over the net – students should always be looking out for balls flying around and be carful  *Assessments/Differentiation:* Can they set over the net?  *Motivation:* Develop skills for a volleyball game | |
| **Closure** ( 25 min.)**:** | | | |
| *Consolidation/Assessment of Learning:*  *Feedback From Students:*  *Feedback To Students:*  *Transition To Next Lesson:* | | *Consolidation/Assessment of Learning:*  *Feedback From Students:*  *Feedback To Students:*  *Transition To Next Lesson:* | |

**Volleyball Day 3**

Grade/Subject: Physical Education 7-9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Skills/cooperation/ Teamwork/Leadership** | Play volleyball sets | | **Participation/logbooks/observation** |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1:**  **Resource #2:** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **\***  **\*Volleyballs, nets, poles** | | | |
| **PROCEDURE** | | | |
| **Introduction** ( 5 min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* Review of Volleyball skills we’ve already learned.  *Assessment of Prior Knowledge:* What do they remember?  *Connection to Curriculum:* Skill development and execution in a game situation  *Expectations for Learning and Behavior:* Students will help each other that may not know how to play or need extra help. Students will hold equipment and be quiet when I blow my whistle or yell to stop.  *Advance Organizer/Agenda:* Playing round robin games – four different teams – There will need to be subs - students can rotate and sub at the same time.  *Transition to Body:* Getting into teams | | **GRADE 8/9 GIRLS**  *Attention Grabber:* Review of Volleyball skills we’ve already learned.  *Assessment of Prior Knowledge:* What do they remember?  *Connection to Curriculum:* Skill development and execution in a game situation  *Expectations for Learning and Behavior:* Students will help each other that may not know how to play or need extra help. Students will hold equipment and be quiet when I blow my whistle or yell to stop.  *Advance Organizer/Agenda:* Playing round robin games – four different teams – There will need to be subs - students can rotate and sub at the same time.  *Transition to Body:* Getting into teams | |
| **Body** ( 25 min.)**:** | | **Body** ( 25 min.)**:** | |
| ***Learning Activity #1:*** Students will be put into teams – I may have pre made teams I will tell them about, or I will randomly put them on teams.*Assessments/Differentiation:* Different skill levels  *Motivation:* To demonstrate skills that we have learned about volleyball.  ***Learning Activity #2:*** Teams will play – we will go over the rules – out of bounds, penalties etc. You can have three chances to serve – up to the two teams if you want to keep score.  *Assessments/Differentiation:* Can students use the volleyball skills that they have learned in a game situation?  *Motivation:* Skills in game  ***Learning Activity #3:*** Teams will switch  *Assessments/Differentiation:* Can students apply skills that they have learned into a game situation?  *Motivation:* Skills in a game – participation mark | | ***Learning Activity #1:*** Students will be put into teams – I may have pre made teams I will tell them about, or I will randomly put them on teams.*Assessments/Differentiation:* Different skill levels  *Motivation:* To demonstrate skills that we have learned about volleyball.  ***Learning Activity #2:*** Teams will play – we will go over the rules – out of bounds, penalties etc. You can have three chances to serve – up to the two teams if you want to keep score.  *Assessments/Differentiation:* Can students use the volleyball skills that they have learned in a game situation?  *Motivation:* Skills in game  ***Learning Activity #3:*** Teams will switch  *Assessments/Differentiation:* Can students apply skills that they have learned into a game situation?  *Motivation:* Skills in a game – participation mark | |
| **Closure** (5 min.)**:** | | | |
| *Consolidation/Assessment of Learning:* Name one thing that you have learned about volleyball or that you have gotten better at.  \*Log Books  *Feedback From Students:* What skills have they improved on?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* New Topic | | *Consolidation/Assessment of Learning:* Name one thing that you have learned about volleyball or that you have gotten better at.  \*Log books  *Feedback From Students:* What skills have they improved on?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* New Topic | |

**Volleyball Tournament – One Day**

**\*\* The two volleyball days before our final day we can have an option between regular volleyball and the beach ball, and then regular volleyball and the giant ball.**

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **A 1 – 6, B 1- 8, C 3 – 6, and D 2 - 8** | Compete in a volleyball tournament. | | **Observation, summative: checklist for each team.** |
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| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1: PE peers on twitter**  **Resource #2: Physical Educator** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **\*Volleyballs**  **\*Nets Checklist**  **\*Pinnies Scoreboards – on a desk** | | | |
| **PROCEDURE** | | | |
| **Introduction** (5 min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* we are going to compete in a volleyball tournament!  *Assessment of Prior Knowledge:* Using our previous knowledge and skills of volleyball  *Connection to Curriculum:* Cooperation, use of skills, leadership  *Expectations for Learning and Behaviour:* You will try your best and work as a team  *Advance Organizer/Agenda:* I have teams for them  *Transition to Body:* Get them into their teams with pinnies | | **GRADE 8/9 GIRLS**  *Attention Grabber:* we are going to compete in a volleyball tournament!  *Assessment of Prior Knowledge:* Using our previous knowledge and skills of volleyball  *Connection to Curriculum:* Cooperation, use of skills, leadership  *Expectations for Learning and Behaviour:* You will try your best and work as a team  *Advance Organizer/Agenda:* I have teams for them  *Transition to Body:* Get them into their teams with pinnies | |
| **Body** (30 min.)**:** | | **Body** (\_\_min.)**:** | |
| ***Learning Activity #1:*** I will designate which team is playing which and on which court*Assessments/Differentiation:* Participation  *Motivation:* To use volleyball skills in a game – to win the tournament – prizes?  \* The teams with subs need to ensure that they are subbing – they also need to ensure that they are rotating and playing the game properly | | ***Learning Activity #1:*** I will designate which team is playing which and on which court*Assessments/Differentiation:* Participation  *Motivation:* To use volleyball skills in a game – to win the tournament – prizes?  \* The teams with subs need to ensure that they are subbing – they also need to ensure that they are rotating and playing the game properly | |
| **Closure** ( 5 min.)**:** | | | |
| *Consolidation/Assessment of Learning:* Announce the winner – and class MVP and team Most Improved Player!  *Feedback From Students:* What did they think of a one day tournament?  *Feedback To Students:* What I saw and how they did – did they use volleyball skills in a game situation?  *Transition To Next Lesson:* New topic! | | *Consolidation/Assessment of Learning:* Announce the winner – and class MVP and team Most Improved Player!  *Feedback From Students:* What did they think of a one day tournament?  *Feedback To Students:* What I saw and how they did – did they use volleyball skills in a game situation?  *Transition To Next Lesson:* New topic! | |