

**Learn with Your Class how to Pass:**  
**Forearm Passing in Volleyball**

LESSON # 2 DIRECT TEACHING STYLE

Second-Fourth Grade



Allyson Barber

ED 331

9/28/11

**LESSON CONTEXTUAL INFORMATION**

<b>Lesson Title:</b> Learn with Your Class how to Pass: Forearm Passing in Volleyball		<b>Grade:</b> Second-Fourth Grade	
<b>Skill Level:</b> Developmental Level II	<b>Time Required:</b> 50 minutes	<b>Day in Unit:</b> 2 out of 5	
<b>Content Standards addressed within this lesson:</b>  Standard 1: Demonstrates competency in motor skills and movement patters needed to perform a variety of physical activities  Standard 2: Demonstrates understanding of movement concepts, principles and tactics as they apply to the learning and performance of physical activities  Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity			
<b>Lesson Objectives:</b> <ul style="list-style-type: none"><li>• <b>Psychomotor-</b><ul style="list-style-type: none"><li>▪ During the following practice tasks:<ul style="list-style-type: none"><li>-Partner passing</li><li>-Passing to a target</li><li>-Passing with group</li></ul>The students will demonstrate the volleyball forearm pass by:<ul style="list-style-type: none"><li>-“Feet”</li><li>-“Bend”</li><li>-“Arms flat”</li><li>-“Contact”</li></ul></li></ul></li><li>• <b>Cognitive-</b><ul style="list-style-type: none"><li>▪ When asked during the lesson closure, the students will demonstrate the correct action to go with cue words as stated by the teacher.</li></ul></li><li>• <b>Affective-</b><ul style="list-style-type: none"><li>▪ The students will listen to the teacher and follow directions when practicing the skills for the forearm pass during group and partner practice.</li><li>▪ The students will demonstrate personal responsibility by:<ul style="list-style-type: none"><li>-Following safety rules</li><li>-Staying in his or her own personal space during practice</li><li>-Following the rules for the applied activity called “Passing to a Target”</li></ul></li></ul></li></ul>			

**Student Characteristics:****-Psychomotor:**

- It is important to consider that each child has different abilities and strengths. It is easy for children to get discouraged while performing new skills. They like to participate in activities that involve reinforcement.

**-Cognitive:**

- At this grade level, students are being introduced to sport skills. Since it is new to them, it may be hard for them to incorporate the skill into various settings.

**-Affective:**

- Sometimes it is hard for young students to work in partners because they can be very egocentric and do not like to take turns.

**Pre-Requisite skills or knowledge needed for success:**

- The pre-requisite skills third graders will need for success for a forearm pass in volleyball are body management skills, space awareness, and body awareness.

**Adaptations and/or extensions to accommodate individuals in this lesson:**

- For students excelling, have them use a real volleyball and for students who need more practice, give them a beach ball.

**Management issues for this lesson:**

- Students will remember and use all of the management cues we went over on the first day of class:
  - Stop when they hear: "Freeze"
  - "When I say go" (go)
  - Color Groups

For each activity each set of partners will pass the ball 10 times to their partner and then switch

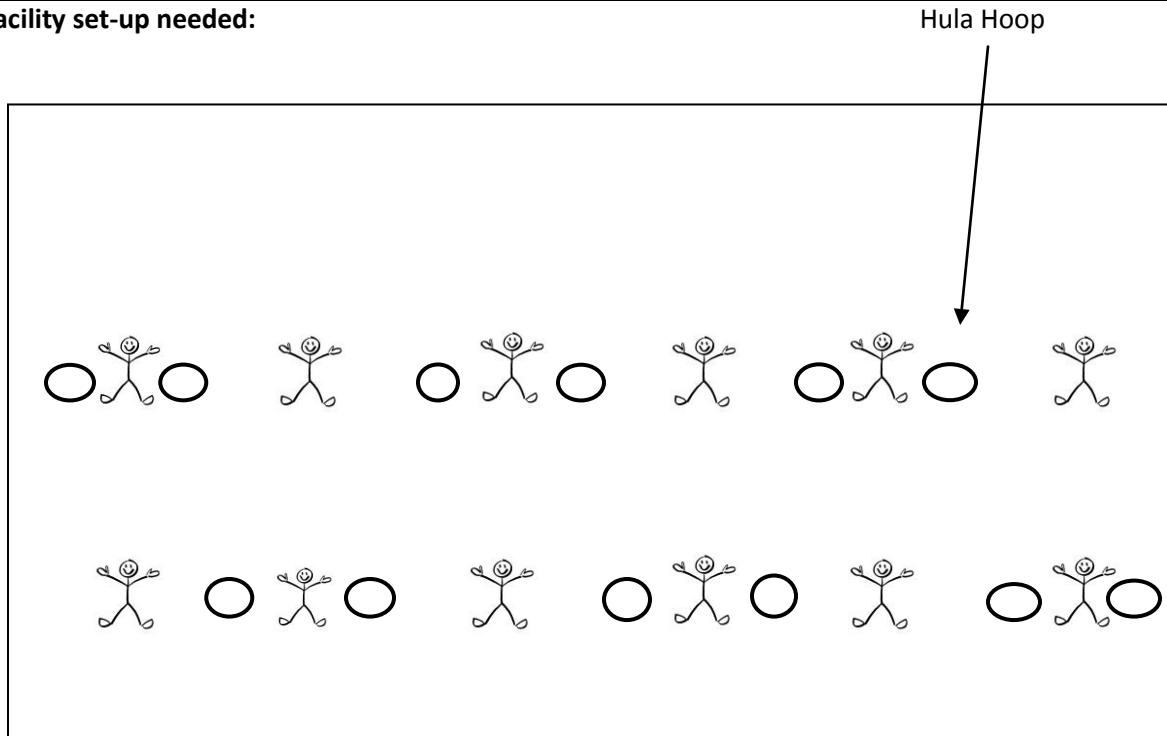
**Safety issues for this lesson:**

- The hula hoops will be a safety issue, so I will need to make sure to warn students about their presence so they are more aware and have less chance of tripping over them.
- Students will need to be aware of personal space and to stay within their "bubble or hula hoop".
- We will be using beach balls or trainer volleyballs, so if a student does get hit, it will not hurt but it may startle them. Students need to try and be careful not to hit people with their balls, and if a ball is going toward another student to warn them.

**Equipment and/or supplies needed:**

- 16 Hula Hoops for targets
- 8 Beach balls for passing

**Facility set-up needed:**



**Notes to self:**

- Make sure to say the cues loud and clear so all the students can hear
- Have an open mind and if things are not working properly, adjust and refresh the students minds on how to perform the skill properly

**Physical Education: Volleyball Unit**

**Forearm Passing**

**2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Grade**

<b>Time:</b>	<b>Instruction:</b>	<b>Management/Cues:</b>
<b>30 seconds</b>	<p><b>Welcome and overview:</b></p> <p>Welcome boys and girls! I am so glad you are all here this morning. Today we are going to learn how to pass a ball using our arms for a sport skill. But first, we are going to do our warm-up and fitness activities.</p>	<p>-Make sure I have the students attention</p> <p>-“When I say go” will help students transfer into the practice and activities</p>
	<p><b>Warm-up activity:</b></p> <p>First, let’s stretch. Stretching helps our muscles warm up. It elongates our muscles and makes them more elastic making it less likely to pull a muscle.</p> <ul style="list-style-type: none"><li>• Reach for toes (Right, Left)</li><li>• Reach for toes (both)</li><li>• Leg Hug (Right, Left)</li><li>• Butterfly</li><li>• Right arm</li><li>• Left arm</li><li>• Reach (across, up, behind)</li></ul>	<p>-Students will be seated on the white circle</p> <p>-Address personal space if needed</p>
	<p><b>Fitness activity:</b></p> <p>Great job boys and girls. Now we are going to do fitness stations before we begin our teambuilding lesson. I will explain and demonstrate each station and then you will do each for 30 seconds and then rotate to the next.</p> <ul style="list-style-type: none"><li>• Jumping Jacks</li><li>• Jump 4 Corners</li><li>• Windmills</li><li>• Jump and Twist</li><li>• Kick and Touch</li><li>• Sliding</li></ul>	<p>-“When I say go”, will help students transfer into activities</p> <p>-Separate the class by color groups</p> <p>-Walk around and give feedback</p> <p>-Use music and microphone</p>

	Bring signs to me, then have students stand on numbers.	
<b>Lesson focus:</b>		
<b>30 seconds</b>	<p><b>Anticipatory set:</b></p> <p>Thank you boys and girls for standing on a number so quietly. Today we are going to work on passing a ball with our arms. This skill is important for the game of volleyball. We will learn the skill and then we will do a couple of activities passing the ball with partners and in a group. By the end of this lesson you will know and all be skilled at passing a volleyball!</p>	<p>-Students on numbers.</p> <p>-I will give them an overview of what we are doing in class today</p> <p>-If students ask why we are using a beach ball or trainer ball instead, it is because of safety issues</p>
<b>1 minute</b>	<p><b>Instruction/demonstration and/or explanation:</b></p> <p>Now we will go over how to properly pass a volleyball with our arms. I would like you to listen and watch me do the skill. First, you will always move into the path of the ball. Once you are in the path of the ball you need to have your feet staggered and as wide as your shoulders. Then, bend your knees and lean your upper body forward. Clasp your hands together with the sides of your thumbs touching. Then make your arms flat like a table. Then you will contact the ball and you will always direct where you want the ball to go with your shoulders.</p>	<p>-Show the students once or twice and go through the detailed steps of the skill so they get a good understanding before using the cue words</p> <p>-Make sure every student can see me</p>

<p><b>1 minute</b></p>	<p><b>Guided practice:</b></p> <p>Now I would like you all to do the skill with me. I am going to add in some cue words to help you learn the steps of passing easier. The first cue word is "feet". You need to have your feet staggered and as wide as your shoulders. "Feet". The second cue word is "bend". You need to bend your knees and lean your upper body forward. "Bend". The third cue word is "arms flat". You clasp your hands together with the sides of your thumbs touching. Then make your arms flat like a table. "Arms flat". The last cue word is "contact". You will contact the ball and you will always direct where you want the ball to go with your shoulders. "Contact". Now I am just going to say the cue word as we demonstrate each part of the skill together.</p>	<p>-Once students understand what they are suppose to do, demonstrate the skills with cue words to help them remember better and for a shorter, easier way to remember the skill:</p> <ul style="list-style-type: none"><li>-“Feet”</li><li>-“Bend”</li><li>-“Arms Flat”</li><li>-“Contact”</li></ul> <p>-Keep going through this process with them and demonstrating it with them until they get it, and once they understand the process and I am using the cue words, have them not only do the cue words with me but say them as well.</p>
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<p><b>1 minute</b></p>	<p><b>Individual/partner practice:</b></p> <p>Ok boys and girls, now that we have gone over the passing skill for the game of volleyball a few times, I will say the cue words and you will show me that part of the passing skill on your own without my help this time.</p>	<p>-Make sure each student has the proper volleyball passing stance. If they do not, help and correct them.</p>
<p><b>3 minutes</b></p>	<p><b>Drills/practice:</b></p> <p><b>Partner Passing</b>          Alright students, are you ready to practice our amazing passing skills? When I say go, I would like you and your color group to go to the designated area I assign to you. Go!          Each group will be getting a ball.          The person on the same side of the gym as the Michigan map is going to toss the ball to their partner who is standing across from them and that person is going to use the passing skill we just learned to pass the ball back to their partner. You need to do this 5 times and then switch the tosser and passer in your group. If you are not tossing or passing in your group, you need to shag or get the loose balls for your group. Keep repeating this until I say freeze.</p> <p><b>Passing to Hoop</b>          Very good boys and girls! Now, we are going to have more of a challenge. As you can see, I placed hula hoops on the side of a person in your group. These hoops are going to be used for targets. Instead of passing the ball back to the tosser, you are going to try and pass it into one of the hoops. This really helps you work on directing the ball with your shoulders. When I say go, I would like each person in the group to have a chance passing the ball to the targets. Each person gets 10 tries.          Keep doing this and rotating until I say freeze.</p> <p>Freeze. When I say go, I would like one person from your group to bring the hula hoop and volleyball over to the stage. The rest of your need to have a seat where you are. Go!</p>	<p>-Use management cues:          -“When I say go”          -“Freeze”</p> <p>-Have students count out loud to each other so they know how many they have done.</p> <p>-As they are doing this activity, place the hoops around the gymnasium for the next activity.</p>



<p><b>3 minutes</b></p>	<p><b>Applied activity:</b></p> <p>Great job directing the ball into the hoops boys and girls! Now, we are going to have a little competition between groups. I would like the red groups to go to the far end of the gym under the hoop by the rock wall and form a circle. I would like the blue group to form a circle in the middle of the gymnasium using the grey circle. I would like the orange group to form a circle at this end of the gym by the stage under the hoop. I will have a few people from the green group for each circle as well!</p> <p>Now, what I would like you to do is practice your passing that we have learned today around the circle. You can pass to anyone you want, you just need to make sure you are using the forearm pass for volleyball. Each pass counts for 1 point. Make sure you count as a group each time someone passes the ball in a row. Once the ball hits the ground, goes outside your circle or is not passed correctly, you have to start over counting.</p> <p>When I say go, I would like everyone to begin. I will ask the for your highest point count when we are done with the activity. Keep continuing this activity until I say freeze.</p>	<p>-Demonstrate how to direct the ball with the shoulders to students while talking about it</p> <p>-Have students show me directing the ball to the left and to the right before starting the activity to make sure they understand</p>
	<p><b>Equipment management:</b></p> <p>Beginning: Have equipment ready to grab for use.</p> <p>Middle: After each activity or freeze, make sure they place the ball in one of the hula hoops so it does not roll around the gym or distract them.</p> <p>End: Have students help pick up equipment</p>	<p>-All of the equipment needed will be set up prior to the students arrival to the gymnasium</p>
<p><b>2 minutes</b></p>	<p><b>Lesson closure:</b></p> <p>Ok boys and girls, did everyone have fun today? I am now going to do a part of the passing skill we learned today and you need to tell me which cue word we used for it.</p> <p>Great job today boys and girls it is now time to go back to your classroom, so I will line you up by your color groups.</p> <p>Have a great day! ☺</p> <p>(Review-Remind-Recognize-Reinforce-Reward)</p>	<p>- Do review of each part of the skill. I will stagger my feet and have them shoulder width apart and they will tell me the cue word for that part of the skill (feet). Then I will bend my knees and lean forward (bend). Then I will clasp my hands together and extend my arms out in front with my arms flat (arms flat). Then I will contact the ball and direct the ball with my shoulders (contact).</p>

**References:**

Pangrazi, R. P., & Beighle, A. (2010). *Dynamic Physical Education for Elementary School Children* (16th ed., pp. 704-706). San Francisco: Benjamin Cummings.

