**Lesson No.** 1

**Start Time:** 9:30 **End Time:** 11:15 **Grade:** (2) 4th (2) 5th

**Teaching Episode Focus:** Learn basic volleyball skills through a lead up game called Cage ball.

**PDE H/PE Standard(s):** (10.5.3B)

**Location of Learning Environment:** Gymnasium

**Equipment:** Rope attached to the walls across the center of the gym, large “Kin” ball.

**Teaching Style:** Practice

1. PERFORMANCE OBJECTIVES:

A1. Given a class session, students will demonstrate safety and responsibility to self and others by following all class rules established throughout the entire class session. (10.3.3A)

C2. Given an explanation, students will demonstrate and understanding of the game “Blob Tag” by effectively performing the tasks throughout the warm-up activity. (10.5.3B)

P3. Given a warm-up activity, students will engage in physical activities that promote physical fitness and health by participating in the warm-up activity entitled “Blob Tag’, followed by various stretching techniques. (10.4.3A)

C4. Given an explanation and demonstration, students will demonstrate and understanding of “Cage Ball”, by effectively working as a team to score points throughout the game. (10.5.3B)

P5. Given a practice session, students will recognize and use basic movement skills and concepts by working together as a team to send the ball over the net. (10.5.3A)

C5. Given a question and answer session, students will show an understanding of “Cage Ball” by reciting ways to be successful in the game. (10.4.3F)

1. PROCEDURES:

**Transition:** Students will enter the gymnasium and stand with their backs against the bleachers and await the anticipatory set along with the instructions for that day’s activity. In addition safety rules will be reviewed and teams will be designated.

**Time:** 1 minute

**Anticipatory Set:** “Good morning class today we will start our volleyball unit by playing a game called “Cage Ball.” You will learn how to effectively work with your team, to incorporate all of the skills needed to play volleyball.”

A1. Given a class session, students will demonstrate safety and responsibility to self and others by following all class rules established throughout the entire class session. (10.3.3A)

**Safety Concerns**

* No gum, candy or tobacco
* Shoes tied and dried
* Proper Physical Education attire
* Hair tied back!!!!!!!!!!
* No jewelry
* Be aware of surroundings
* Be aware of the ball in the air

**Are there any questions about safety?**

**Transition:** Students will remain standing for the explanation of the warm-up activity “Blob Tag”. One student will be designated the “Tagger” and then on the command of the teacher the rest of the students will find their own personal space through out the gymnasium and await the signal to begin.

 **Time:** 2-minutes

C2. Given an explanation, students will demonstrate and understanding of the game “Blob Tag” by effectively performing the tasks throughout the warm-up activity. (10.5.3B)

**Warm-up activity:** *Blob Tag*

 Students will position themselves throughout the gymnasium and will avoid being tagged by the tagger. In the event a student is tagged they will join arms and continue tagging alongside of the original tagger, and with each student being tagged the tagging group gets bigger. (The catch is that only those students with a free hand can tag, so if a student is connected on both sides they are not eligible to tag.) If a tag is made and the blob is broken it doesn’t count. Students may touch the blob and or go through it, with out breaking a connection if they break a connection they are part of the blob.

**Time:** 5-minutes

P3. Given a warm-up activity, students will engage in physical activities that promote physical fitness and health by participating in the warm-up activity entitled “Blob Tag’, followed by various stretching techniques. (10.4.3A)

**Transition:** “Alright class everyone stop and get into your own personal space for

stretches”

 **Stretches;**

**Leg stretches:**

* + - Butterfly stretch
		- Spread your legs down to the left….to the middle….to the right…..
		- Stand up and touch your toes slightly. Bend your knees. Hold for

15 seconds.

**Arm stretches**

* + - Right arm across your chest pull with left arm…change arms.
		- Right arm over your head pull your elbow with the left hand…change arms.

**Transition:** Students will gather in front of the teacher in a semi-circle and await and explanation of the activity for the day (Cage Ball).

 **Time:** 4-minutes

C4. Given an explanation and demonstration, students will demonstrate and understanding of “Cage Ball”, by effectively working as a team to score points throughout the game. (10.5.3B)

The object of the game is to successfully serve the ball over the net and have it the floor on your opponent’s side. Much like volleyball. Students will set up for a serve like in kin ball. There will be three holders and one server. The server may not serve consecutive times. You are allowed to play it off of the walls but it will be ruled out if it touches the ceiling or basketball hoops. The team that is serving will continue to serve until the other team can change possession by scoring on the offensive team.

**Transition:** Teacher will have students demonstrate activity with a small group. Then after demonstration is complete will have the students assemble into their teams and get into position on their side of the court. On the signal ready go students will then begin the Cage Ball game.

 **Time:** 12-minutes

P5. Given a practice session, students will recognize and use basic movement skills and concepts by working together as a team to send the ball over the net. (10.5.3A)

**Transition:** Teacher will stop the game and have the students gather in the center of the court to review the day’s activities.

**Time:** 2-minutes

**Closure:**

1. Remark on effort/sportsmanship and following the rules.
2. Question and answer

C6. Given a question and answer session, students will show an understanding of “Cage Ball” by reciting ways to be successful in the game. (10.4.3F)

Q. What are ways to score? (Putting the ball where the other team

can get to it.)

 Q. Does teamwork help you to score points? (Yes)

 Q. What are the only times the ball is out of bounce? (touches the

ceiling or basketball hoops)

Q. Does strategy play a part in this game? (Yes you have to fake

out your opponent.)

1. Next lesson we will continue our volleyball unit and learn basic

volleyball skills.

1. EVALUATION:

A1. Class Participation 100% of class

 Teacher Observation

C2. Class Participation 100% of class

 Teacher Observation

P3. Class Participation 100% of class

 Teacher Observation

C4. Class Participation 100% of class

 Teacher Observation

P5. Class Participation Works as a team with peers

 Teacher Observation

C6. Class Participation 100% accuracy

 Teacher Observation

1. POST LESSON REFLECTION:

For the most part teaching this lesson went extremely well. The classes I had as a whole performed very well. The game had been played by most and with that made it very easy to teach. Those students who hadn’t played cage ball before understood the game and its rules very quickly and learned from their peers if a concept wasn’t understood. All and all I can confidently say I was very comfortable with teaching in front of these students even though I have never played cage ball myself. I thought my time management went well the only thing I didn’t get a chance to do was to have a closure due to the fact that the class sessions are so short. Mr. Turner wanted us to concentrate more on them playing. But other than that I am looking forward to getting out there and teaching again.

1. REFERENCES:

Pangrazi, R.P. (2007) *Dynamic physical education for elementary school children*, (15thed.), Boston, MA: Benjamin Cummings, 569.

 Smith, J. (2005, Spring). *Outdoor pursuits*. PE 241: Slippery Rock University.