

Lesson Plan for a Tour of *Cook School District*

If you wish to tour *Cook School District* you will need to build or provide a lesson plan. If you don't want to build a lesson plan, feel free to use the one which follows. It was designed to provide all the information (a) commonly found in a lesson plan and (b) you will be asked to provide while completing the simulation. Please use the plan or modify it as you wish.

Daily Plan—9th Grade Coed Physical Education

District Goal: Perform skills from a variety of recreational games sufficient to encourage students' future participation.

Lesson Objectives:

The student will perform the set pass using techniques consistent with the skills stated in the observation scoring guide.

The student will state confidence in his/her ability to perform an accurate set pass.

Materials Needed:

Transparency of scoring guide; 25 scoring guide copies; 50 questionnaires, 25 gold pencils; 10 volleyballs; and two courts set up for today's lesson.

Instructional Activities:

1. Have students sit down leaning against the far wall of the gym.
Explain the scope of the day's lesson:
 - a) Learn volleyball set pass;
 - b) Model set pass—students will assess using scoring guide;
 - c) Watch them practice set pass;
 - d) Play volleyball game; and
 - e) Complete a one-item questionnaire.
2. Hand out questionnaire and gold pencils; retrieve both when test done.
3. Put scoring guide on overhead. Ask 2-3 students to read the criteria.
Discuss as needed
4. Model each criterion. Then model the complete set of behaviors.
Next model passes where one or more behaviors are left out. Ask students to assess.

5. Break into triads where...
 #1 tosses ball 3 times to....
 #2 who performs the set pass...
 #3 provides feedback using the scoring guide to direct comments.
6. After three tosses, triad members rotate to another position. I will help provide feedback.
7. Allow as many replications as group can complete in eight minutes.
8. Stop groups. Assign students 4-5 person teams to play a volleyball game.
9. Using the scoring guide, assess each child on set pass skills during the game.
10. Call group back together against the back wall. Handout questionnaires and golf pencils. Students can leave as soon as they hand in the questionnaires.

Planned Adaptations

I have two students in this class who need special attention. The first is borderline special education. I thought he would be successful in PE because he is so interested, but he struggles. He needs a bit more individual attention. When we work in triads I will put him with one of the better athletes who is also quite compassionate. That should help provide the struggling boy with a good as well as helpful model. The second child has a mild auditory memory problem with limited visual acuity. This child will need a handout so she can see the criteria on which we are working. I will also include the classes' schedule of activities so she won't lose track of what we are doing.

Assessment Materials:

Observation Scoring Guide
Volleyball Set Pass Criteria

<u>Criteria</u>	<u>Rating Scale</u>
a. Hips to target	0 1 2 3 4
b. Hands 4-6 inches above forehead	0 1 2 3 4
c. Hands make a basket above forehead in shape of ball.	0 1 2 3 4
d. Contact ball with fingertips.	0 1 2 3 4

e. Full leg and arm extension.

0 1 2 3 4

Rating scale: 0 = Never

1 = Seldom

2 = About half the time

3 = Usually

4 = Always

Questionnaire

Class: _____

Circle who you are: Boy Girls

Read the statement below. Circle the answer which best describes how you feel.

I feel confident in my ability to accurately hit a volleyball set pass.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

End of Lesson Plan