### **Task 1: Lesson Segment Plan**

#### **Lesson Segment: Volleyball Unit (3-5 Lessons)**

This segment will focus on developing students' fundamental volleyball skills (serving, setting, bumping, and spiking) while emphasizing teamwork, communication, and sportsmanship. The lessons will build from individual skill stations to gameplay, encouraging the application of learned techniques in a team setting.

#### **Align Standards, Objectives & Central Focus**

* **National Standards for Physical Education (SHAPE America):**
  + **Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**
    - **Lesson Alignment:** Through skills practice and drills, students demonstrate and develop motor skills in volleyball, such as serving, passing, setting, and spiking.
  + **Standard 2 – Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.**
    - **Lesson Alignment:** Activities like "Bump, Set, Spike" and "3 vs. 3" allow students to apply learned volleyball techniques in a game setting, where strategy and communication are key.
  + **Standard 3 – Engages in regular physical activity.**
    - **Lesson Alignment:** Students participate in a variety of physical activities that improve their fitness and volleyball-specific skills, fostering a sense of enjoyment and continued physical engagement.
  + **Standard 4 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**
    - **Lesson Alignment:** The importance of teamwork, communication, and sportsmanship is emphasized throughout all activities, encouraging respectful and responsible behavior.

### **Objectives:**

* **Students will be able to demonstrate basic volleyball skills such as serving, passing, setting, and spiking.**
  + **Lesson Alignment:** Each day’s activities focus on building one or more of these skills through individual and group practice (e.g., toss and pass drill, serving practice, Bump-Set-Spike drill).
* **Students will be able to work cooperatively in pairs and teams, supporting each other and communicating effectively.**
  + **Lesson Alignment:** The majority of activities, such as “Set Ball” and “3 vs. 3,” require teamwork and communication. Through these, students develop their ability to collaborate and support their peers.
* **Students will practice responsible sportsmanship, showing respect for teammates and opponents during gameplay.**
  + **Lesson Alignment:** Activities such as “3 vs. 3” encourage students to demonstrate sportsmanship, while feedback from peers in skill stations promotes constructive criticism and respect.
* **Students will develop knowledge of volleyball strategies and apply them during gameplay.**
  + **Lesson Alignment:** Through structured games and rotations, such as in “3 vs. 3” and “Bump, Set, Spike,” students learn to apply volleyball strategies like positioning, timing, and teamwork.

### **Alignment of Standards and Objectives with Central Focus:**

* **Skills Development:** The progression of lessons from basic skill drills to more complex gameplay helps students develop competency in the fundamental volleyball skills needed to play the game effectively.
  + Standards 1 and 2 align with the objectives of skill development (e.g., passing, setting, serving) and applying concepts like strategy and teamwork.
* **Teamwork and Communication:** Activities like “Set Ball” and “Bump, Set, Spike” emphasize cooperative work, aligning with the standards related to social and personal behavior (Standard 4), as well as communication skills in both individual and group settings.
* **Sportsmanship and Respect:** Throughout gameplay and skill drills, students are encouraged to practice sportsmanship and respect for their peers, which is reinforced by the teacher’s feedback and the activities themselves. This aligns with Standard 4.
* **Application of Concepts:** Students apply the strategies and tactics learned in skill stations during “3 vs. 3” games, allowing them to demonstrate not only technical skill but also strategic thinking and decision-making, in line with Standard 2

#### **Plan Activities, Routines & Learning Tasks**

**Day 1 Activities:**

1. **Introduction & Warm-up**  
    Students will be greeted with music as they enter the gym and will have the opportunity to play with volleyballs casually for about 3 minutes while the rest of the students get settled and put their belongings down.
2. **Toss and Pass Drill**  
    Students will pair up (or form groups of four) to practice tossing and passing a foam ball. The tosser will aim to throw the ball to their partner, who will return it by either forearm passing (bumping) or setting.
   1. Each pair completes 5 tosses before switching roles.
   2. After each round, the pairs will rotate so everyone gets a chance to practice both tossing and receiving.
3. **Set Ball Game**  
    In this activity, the goal is to set the ball over a makeshift net (a jump rope held by two players) as many times in a row as possible.
   1. The game starts with the player holding the ball performing a self-toss, followed by setting the ball over the net.
   2. The two players on each team volley the ball back and forth, with a maximum of three hits on each side before the ball must go over the net.
   3. The players holding the net can adjust its height or move their feet to help the volleying players.
   4. After each round, players rotate positions, moving clockwise.
   5. The round ends when the ball hits the ground or exceeds three hits per side.
   6. Players switch groups after hearing the stop signal.

**Day 2 Activities:**

1. **Serve Practice**
   1. **Objective:** Practice serving underhand.
   2. Students will pair up to practice underhand serving across the net. Each student will take turns serving while the other attempts to return the serve.
   3. After each turn, students will switch positions.
   4. **Modification:**  
       +2: Serve from closer to the net.  
       -2: Serve from the baseline and aim for specific target zones on the opponent’s side.
2. **Bump, Set, Spike Drill**  
    Students will form groups of three, with each member taking a designated role: one spiker, one setter, and one bumper (passer).
   1. **Step 1 – Passing (Bumping):** The spiker tosses the ball underhand to the bumper. The bumper executes a proper bump using flat forearms to direct the ball to the setter.
   2. **Step 2 – Setting:** The setter will receive the ball from the bumper and set it for the spiker by bending their knees and pushing the ball upward using controlled hands.
   3. **Step 3 – Spiking:** The spiker approaches the ball as it’s set and practices spiking with controlled, strong hits aimed at specific targets.
   4. After each round, players rotate roles (spiker becomes bumper, bumper becomes setter, setter becomes spiker) to practice each skill.
3. **Gameplay**
   1. **Team Formation:** Students are split into teams of three and each team is assigned a side of the court.
   2. **Serving:** One team serves the ball, aiming for controlled, accurate placement.
   3. **Returning the Serve:** The opposing team must return the serve using proper passing or bumping techniques.
   4. **Point Play:** Points are scored when the ball lands in bounds on the opponent’s court or if the ball goes out of bounds.
   5. **Winning Team Serves:** The winning team keeps serving, maintaining momentum.
   6. **Team Rotation:** After each point, players rotate positions (e.g., bumper to setter, setter to spiker, spiker to bumper).
   7. The teacher provides feedback on serving, passing, communication, and continuous play.

**Day 3 Activities:**

1. **Volleyball Skills Stations**
   1. **Serving Station:**
      1. **Setup:** A marked target area on the opposite side of the net is used for serving practice.
      2. **Feedback:** After each serve, partners provide feedback based on checklist criteria such as proper form and toss height.
   2. **Setting Station:**
      1. **Setup:** One student tosses the ball to their partner, who attempts to set it through a hula hoop held by another student.
      2. **Feedback:** Partners give feedback on techniques such as a wide base, setting above the chest, and the push (not slap) technique.
   3. **Bumping Station:**
      1. **Objective:** Practice bumping and passing accuracy.
      2. **Setup:** A partner throws a ball over the net to the student, who must bump the ball into a hula hoop on the court.
      3. **Feedback:** Partners provide feedback on stance, forearm positioning, and control during the bump.
   4. **Spiking Station:**
      1. Students practice spiking technique and footwork as they aim to hit the ball into a designated target area.
2. **Gameplay (Modified Rules)**
   1. **Modified Volleyball Rules:**
      1. A team must serve to start each point.
      2. Teams have unlimited touches (bump, set, spike, pass) to return the ball.
      3. The ball must land in the opponent's court to score a point.
      4. Players cannot hit the ball twice in a row and must stay within their side of the court.
   2. **Team Organization:**
      1. Students will be split into teams and rotate teams every few points to ensure everyone participates.
   3. **Focus:**
      1. Emphasis is placed on communication, sportsmanship, and using proper skills during play, such as accurate serving, passing, and teamwork.

#### **Academic Language & Planned Supports**

**Academic Language:**

* **Vocabulary:** Serve, Bump, Set, Spike, Pass, Court, Communication, Teamwork, Accuracy, Rotation.
* **Discourse:** Students will describe and discuss the function of each skill in terms of keeping the ball in play and contributing to game outcomes.
* **Syntax:** Simple commands like “Set the ball over the net” and “Use your forearms to pass the ball” will be used to give clear instructions.

**Planned Supports:**

* **Visual Aids:** Posters or diagrams showing proper volleyball techniques (e.g., hand positioning for setting, footwork for serving).
* **Peer Feedback:** Use peer feedback forms to encourage specific language use and reflection on techniques.
* **Language Support:** Pair ELL students with English-speaking peers for support. Provide simplified explanations or verbal cues for students who may struggle with language.
* **Behavioral Supports:** For students who need extra attention, provide more structured demonstrations, positive reinforcement, and simplified tasks. Ensure a supportive and positive environment where all students feel comfortable providing and receiving feedback.

#### **Learning Task Where Students Are Supported to Use Language**

**Peer Feedback Task:**  
 During skill stations, students will use specific volleyball language to provide feedback to their partners. This task will help students practice using the appropriate terminology and focus on key aspects of each skill (e.g., “Your serve was a little low; try to toss it higher next time” or “Your bump was strong, but make sure your arms are flat”). This task supports language use by encouraging students to articulate observations and suggestions in a structured, supportive manner.

Through these tasks, students will not only develop physical skills but also practice using language to describe and evaluate their movements, reinforcing both cognitive and social aspects of learning volleyball.

\*\*\*See lesson plans below\*\*\*

Lesson Plan 1:

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| **+Eastern Connecticut State University Physical Education Lesson Plan** | | | | | | | | | | |
| **Lesson Plan**  **1 of 3** | **Teacher Candidate: Jack Neumuth** | | | | | | **School: Ellington Middle School** | | | **Date: 3/10/25** |
| **Title of Learning Segment/Unit: Volleyball** | | | | | | **Length of Class:         30** min | | | **Grade: 8th** |
| **Central Focus (entire learning segment):**  The central focus of this lesson is for students to develop fundamental volleyball skills, specifically tossing, bumping, and setting the ball, while understanding the importance of teamwork and cooperation to achieve success in the activities. | | | | | | | | | **# in Class:**    *19* |
| **Lesson Focus:** This lesson will emphasize teamwork, coordination, and fundamental volleyball skills such as passing, setting, and controlling the ball. Students will engage in two activities — **Set Ball** and **Pass and Set Circles** — which are designed to build muscle memory, improve hand-eye coordination, and teamwork. | | | | | | | | | |
| **Grade Level Outcomes & Objectives** | | | | | | | **Assessment Tool** | | **Safety Considerations**  **(Emotional/Physical)** |
| **Psychomotor**  **Domain** | Students will demonstrate the ability to toss, bump, and set a foam ball accurately and consistently in a cooperative environment.    National Standard: 1 | | | | | | | The teacher will observe each student’s ability to perform the fundamental volleyball skills (tossing, bumping, and setting) with accuracy and control. Teacher will give specific feedback to improve their form and coordination. | | * Clear play area of obstacles * Keep safe distance during activities * Use foam balls for safety * Stretch before activities * Wear proper footwear and avoid sudden movements |
| **Affective Domain** | Students will collaborate and communicate effectively with their partners and teammates, demonstrating positive sportsmanship and respect for others.      National Standard:4 | | | | | | | **Peer Feedback**: After each activity, students will provide one piece of positive feedback to their partner on how they worked together and communicate about ways to improve their cooperation and teamwork. | |
| **Cognitive**  **Domain** | Students will articulate the purpose of each skill in volleyball and discuss how teamwork enhances the ability to keep the ball in play.    National Standard:2 | | | | | | | During a lesson pause, students will briefly reflect on a question such as, “Why is communication important in volleyball?” They will discuss their thoughts with a partner | | **Equipment** |
| **Academic Language** | | * **Function**: The primary function of each volleyball skill (bumping, setting) is to accurately pass the ball to a teammate, with a focus on control and teamwork. * **Vocabulary**: Toss, Bump, Set, Pass, Net, Cooperation, Accuracy, Rotation, Volley. * **Discourse**: Students will discuss the importance of effective communication with their partners, as well as the role each player has in keeping the ball in play.   **Syntax**: Using simple commands such as "Set the ball over the net" or "Toss it high enough for your partner to bump." | | | | | * Foam volleyballs (or soft balls) * Jump ropes (used for net simulation in **Set Ball**) * Cones or markers (to define play areas) * Whistle * Stopwatch or timer |
| **Prior Knowledge,**  **Skills, & Assets** | * Students are expected to have basic motor skills, including the ability to toss, catch, and pass a ball. * Students may already have a general understanding of basic volleyball rules, such as the importance of hitting the ball over a net or maintaining the ball in the air. * Students should be familiar with the concept of teamwork and rotating positions during games. | | | | | | | **References** | | |
| **Graham, G., Shirley Ann Holt-Hale, Parker, M., Hall, T; Patton, K. (2020). *Children moving: a reflective approach to teaching.* New York, Ny McGraw-Hill Education.** | | |
| **Variety Learner** | * For students with physical impairments: Provide them with a lighter ball or allow them to participate in a less advanced role. * For students with social/emotional needs: Pair them with a supportive peer for encouragement and positive reinforcement throughout the activities.   For students with language barriers: Use visual aids and simplified language to explain the activities. Pair them with English-speaking partners to facilitate communication. | | | | | | | | Accommodations:  Teacher will make sure to provide modifications for +2’s and -2’s during the lesson. -2’s are going to be provided with extra demonstrations, attention, and visual cues. +2’s are going to be provided with extra individual challenges. | |
| **Language Supports & Instructional Materials** | Teacher will provide demonstrations to reiterate rules and cues, repeat cues throughout lesson, check for understanding during activity by calling on students. The teacher will frequently ask students to share strategies throughout the lesson. | | | | | | | | | |
| **Theory Used** | Bandura Observational theory – Observation and modeling play a primary role in how and why the students learn these skills. The teacher will demonstrate, and  the students will follow along then try to emulate the cues displayed; this will help students grasp the learning cues. | | | | | | | | | |
| **Lesson**  **Component** | **Time (mins)** | **Organization** | | **Description & Teaching Style Used** | | | | | | |
| **Instant Activity** | 3 | Students will enter the gymnasium, put their belongings down, and immediately start playing with a volleyball. | | Students are greeted with music and will have the opportunity to simply play with volleyballs as they enter. They will play for less than 3 minutes as the rest of the students filter in put their belongings down. | | | | | | |
| **Transition** | | | | Students will return to the smart board area to hear directions. | | | | | | |
| **Introduction, Activate Prior Knowledge, & Expectations** | 2 mins | Students will be sitting near the smart board. | | “Today, we're going to focus on the importance of communication and teamwork. Whether you're playing volleyball or any other sport, these two elements are the keys to success. As we go through our activities, remember that working together as a team is essential. By the end of class, think about one thing you’ve learned about being a good teammate. We'll continue to develop these skills in our next session. Let’s make the most of today’s class and work hard together!” | | | | | | |
| **Transition** | | | | Students remain sitting in front of the smart board. | | | | | | |
| **Body of Lesson (Lesson Focus)** | | | | | | | | | | |
| **Task #1**  Pass and Set Circles  **Time:**  **12 mins** | National Standard: 1 & 4 | | | | Demonstration/Questions: Teacher will demonstrate the activity with another student in front of the class. | | | | | **Assessments & Feedback** |
| Informal assessment – teacher  will observe students’ actions to see if they are performing the  cues with 80% success. Positive  feedback on cues performed will be given, letting students know exactly what they are doing right. |
| **Transition: none**  **Time: 1 minute** | | | | Students are sitting in front of the smartboard observing the teacher. | | | | |
| **Pass and Set Circles (15-20 minutes)**   * **Activity Description**: * Students will work in pairs (or groups of four) to practice tossing and passing the foam ball. The goal is for the tosser to toss the ball to their partner, who will return it either by forearm passing (bumping) or setting. * Each pair will complete 5 tosses and then switch roles. * After each round, the students will rotate so that they get to practice both tossing and receiving in different positions. | | | | | Cues   * Wide base * Contact above shoulders * Push the ball * Flat forarms * Don't swing arms * Meet the ball | | | Modifications    **+2:**   1. Increase the distance between the pairs or groups to make it harder to accurately toss and pass the foam ball. 2. Add a time limit (e.g., 30 seconds) for each round, challenging students to complete their tosses and passes more quickly while maintaining control. |
| **Transition:**  **Time:** | Students will return to the smart board area to hear about the next task. | | | | | | | | | **Assessments & Feedback** |
| **Task #2**  **Set Ball**  **Time:**  **12 mins** | National Standard: 1 & 4 | | | | Demonstration/Questions: Teacher will explain the task and ask students, “What questions do you have?” | | | | | Informal assessment – teacher  will observe students’ actions to  see if they are performing the  cues with 80% success. Positive  feedback on cues performed will  be given, letting students know  exactly what they are doing right. |
| **Transition**:  **Time:** | | | | Students remain next to the smart board while listening to explanation. | | | | |
| **2. Set Ball (15-20 minutes)**   * **Activity Description**:    Players work in teams of four—two volleying, two holding a jump rope as the net. On the signal, one player self-tosses and sets the ball over the net. The volleying pair sets it back and forth, with a max of three touches per side. Net holders can adjust height or position to help. If the ball drops or rules are broken, all players rotate clockwise. On the stop signal, players place equipment down, and net holders switch groups. | | | | | • Bend your knees, flat platform, angle your arms, use your legs, keep your eyes, fingers spread wide, contact the ball, stay low, push with your legs, follow through. | | | **+2:**   * Increase distance between tossers * Limit to 3 passes before ball must go over   **-2:**   * Only 3 tosses per round * Stay in same position for multiple rounds |
| **Lesson Closure & Review**  **Time: 5 mins** | "Great job today, everyone! You all worked really well as a team in both activities. Remember, whether you're playing volleyball or another sport, communication and teamwork are the keys to success. Can anyone share one thing they learned today about how to be a good teammate? We’ll work more on these skills next class! Thanks for your hard work today. | | | | | | | | | |
| **Transition:**  **Time:** 1 minute | Students will gather their belongings and leave the gym. | | | | | | | | | |
| **Teacher Reflection & Future Modifications** | **How do you think it will go? Why?**  I think it will go well overall. The students will enjoy practicing tossing and passing because it’s a fun and interactive activity. They'll get a lot out of working together as a team and focusing on their communication skills. The main challenge I foresee is keeping the activity moving smoothly with different roles and ensuring that all students are engaged throughout the entire session.  **Can you think of any changes you could make to increase learning?**  To increase learning, I could add more challenges like increasing the distance between partners or limiting the number of passes before the ball must go over. I could also include specific goals like aiming for a certain number of consecutive passes or making students rotate positions more frequently to practice all aspects of the activity. | | | | | | | | | |

Lesson plan 2:

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| **+Eastern Connecticut State University Physical Education Lesson Plan** | | | | | | | | | | |
| **Lesson Plan**  2 of 3 | **Teacher Candidate: Jack Neumuth** | | | | | | **School: Ellington Middle School** | | | **Date: 3/12/25** |
| **Title of Learning Segment/Unit: Volleyball** | | | | | | **Length of Class:         30** min | | | **Grade: 8th** |
| **Central Focus (entire learning segment):**  The central focus of this lesson is for students to develop fundamental volleyball skills, specifically tossing, bumping, and setting the ball, while understanding the importance of teamwork and cooperation to achieve success in the activities. | | | | | | | | | **# in Class:**    *19* |
| **Lesson Focus:** The lesson will focus on the basic skills required to play volleyball: serving, bumping, setting, and spiking. By engaging in progressive skill building activities, students will improve their ability to work as a team while refining their individual volleyball techniques. | | | | | | | | | |
| **Grade Level Outcomes & Objectives** | | | | | | | **Assessment Tool** | | **Safety Considerations**  **(Emotional/Physical)** |
| **Psychomotor**  **Domain** | Students will refine their volleyball skills, including serving, bumping, setting, and spiking, to achieve consistent accuracy during drills and game scenarios. They will demonstrate correct body positioning, timing, and technique, working toward completing these actions with correct form and effective execution during both skill practices and game play.    National Standard: 1 | | | | | | | The teacher will watch students during serving, bump-set-spike drills, and gameplay to see if they’re using the correct form—like stepping with the opposite foot while serving, keeping arms straight while bumping, setting with hands above the head, and spiking with control and direction. | | * Ensure that the playing area is clear of obstacles to prevent tripping. * Emphasize proper technique to reduce the risk of injury. |
| **Affective Domain** | Students will build cooperation, communication, and sportsmanship skills by actively participating in team-based activities and providing positive encouragement to teammates. They will work together to solve challenges on the court, showing respect for teammates and opponents and handling both success and failure in a constructive manner.    National Standard:4 | | | | | | | Peer Feedback: After each activity, students will verbally provide one piece of positive feedback to their partner on how they worked together and communicate about ways to improve their cooperation and teamwork. | |
| **Cognitive**  **Domain** | Students will explain the fundamental roles and strategies involved in playing volleyball, including the responsibilities of the bumper, setter, and spiker, as well as the basic rules of the game such as serving, scoring, and rotations. They will demonstrate an understanding of how these roles interact in game play and how they contribute to the overall success of a volleyball team.    National Standard:2 | | | | | | | **Exit Ticket**: At the end of the lesson, students will be asked to define key terms (e.g., bump, set, spike, rotation) and explain the basic rules of volleyball. This will assess their ability to internalize and articulate key concepts learned in the lesson. | | **Equipment** |
| **Academic Language** | | * **Function:** The action or purpose of each volleyball skill * **Vocabulary:** Serve, bump, set, spike, rotation, rally, point, serve-receive, team dynamics, accuracy. * **Discourse**: Students will discuss the importance of effective communication with their partners, as well as the role each player has in keeping the ball in play.   **Syntax**: Using simple commands such as "Set the ball over the net" or "Toss it high enough for your partner to bump." | | | | | * Volleyballs * Volleyball nets (or space marked off to simulate a net) * Cones to mark boundaries * Whistle * Timer |
| **Prior Knowledge,**  **Skills, & Assets** | * Students have already had a lesson on setting, bumping, and general team dynamics in volleyball. They are able to keep a rally going but have yet to discuss strategy in depth. | | | | | | | **References** | | |
| **Graham, G., Shirley Ann Holt-Hale, Parker, M., Hall, T; Patton, K. (2020). *Children moving: a reflective approach to teaching.* New York, Ny McGraw-Hill Education.** | | |
| **Variety Learner** | * Allow students extra time to complete drills if needed. * Modify physical tasks (e.g., reduce the number of repetitions) to accommodate physical limitations. * Provide verbal and visual cues to support students who need additional clarity. * Offer smaller group settings for students who may struggle with larger groups. * For students with sensory needs, consider noise-canceling headphones or alternative quieter spaces. | | | | | | | | Accommodations:  Teacher will make sure to provide modifications for +2’s and -2’s during the lesson. -2’s are going to be provided with extra demonstrations, attention, and visual cues. +2’s are going to be provided with extra individual challenges. | |
| **Language Supports & Instructional Materials** | Teacher will provide demonstrations to reiterate rules and cues, repeat cues throughout lesson, check for understanding during activity by calling on students. The teacher will frequently ask students to share strategies throughout the lesson. | | | | | | | | | |
| **Theory Used** | Bandura Observational theory – Observation and modeling play a primary role in how and why the students learn these skills. The teacher will demonstrate, and  the students will follow along then try to emulate the cues displayed; this will help students grasp the learning cues. | | | | | | | | | |
| **Lesson**  **Component** | **Time (mins)** | **Organization** | | **Description & Teaching Style Used** | | | | | | |
| **Instant Activity** | 3 | Students will enter the gymnasium, put their belongings down, and immediately start playing with a volleyball. | | **Activity 1: Serve Practice**   * **Objective:** Practice serving underhand. * **Instructions:** Students will pair up with a partner and practice serving underhand across the net. Each student will take turns serving while the other tries to return the serve. After each turn, the student will switch positions.   **Modification:**   * +2: Serve from closer to the net. * -2: Serve from the baseline and aim for specific zones in the opponent's side. | | | | | | |
| **Transition** | | | | Students will return to the smart board area to hear directions. | | | | | | |
| **Introduction, Activate Prior Knowledge, & Expectations** | 2 mins | Students will be sitting near the smart board. | | “Good morning, class! Today, we're going to focus on some of the basic volleyball skills: serving, bumping, setting, and spiking. These are the fundamental movements that help us play the game. We’re going to start with some individual practice and then work in small teams so we can learn how to cooperate with each other. Let’s have some fun and focus on improving our skills while we work together as a team!” | | | | | | |
| **Transition** | | | | Students remain sitting in front of the smart board. | | | | | | |
| **Body of Lesson (Lesson Focus)** | | | | | | | | | | |
| **Task #1**  Bump, Set, Spike  **Time:**  **12 mins** | National Standard: 1 & 4 | | | | Demonstration/Questions: Teacher will demonstrate the activity with another student in front of the class. | | | | | **Assessments & Feedback** |
| **Informal Assessment** – The teacher will circulate and observe students to ensure they are applying the instructed cues with at least 80% accuracy. Observations will focus on technique, engagement, and cue adherence to informally assess understanding and skill execution. |
| **Transition: none**  **Time: 1 minute** | | | | Students are sitting in front of the smartboard observing the teacher. | | | | |
| **Bump, Set, Spike (Groups of 3):**   1. Assign roles: bumper, setter, spiker 2. **Bump:** Spiker tosses underhand, bumper passes using flat forearms to setter’s chest/hands 3. **Set:** Setter pushes ball up with soft hands, aiming high and using proper form 4. **Spike:** Spiker hits ball down with control and accuracy; focus on timing, footwork, and targeting *Modify spike for lower skill levels using high passes instead* 5. **Rotation:** 6. After each round (where the ball has been passed, set, and spiked), players rotate roles. The spiker becomes the bumper, the bumper becomes the setter, and the setter becomes the spiker. 7. Encourage players to focus on improving in each of their roles, adjusting their technique based on the feedback from each rotation. 8. **Repeat:** 9. Continue the drill for multiple rounds, making sure that each player gets enough practice in each role. Encourage players to communicate, make adjustments based on the feedback from each turn, and improve their technique with each repetition. | | | | | Cues  Bump:   * Flat arms * Bend knees * Firm hands * Set: * Elbows wide * Soft hands * Follow through * Spike: * Jump high * Swing hard * Aim for corners | | | Modifications    **+** +2The spiker can toss the ball closer to the bumper to make the bump easier.  -2: Make the distance between players longer, requiring more precision in bumping and setting |
| **Transition:**  **Time:** | Students will return to the smart board area to hear about the next task. | | | | | | | | | **Assessments & Feedback** |
| **Task #2**  Gameplay  **Time:**  10 minutes | National Standard: 1 & 4 | | | | Demonstration/Questions: Teacher will explain the task and ask students, “What questions do you have?” | | | | | **Exit Ticket**: At the end of the lesson, students will be asked to define key terms (e.g., bump, set, spike, rotation) and explain the basic rules of volleyball. This will assess their ability to internalize and articulate key concepts learned in the lesson. |
| **Transition**:  **Time:** | | | | Students remain next to the smart board while listening to explanation. | | | | |
| * Divide students into teams of three, each with a court side * One team serves using proper form and aim * Opposing team returns using bump/pass with focus on accuracy * Rally continues until ball lands out or scores * Winning team keeps serve * After losing a point, teams rotate roles (bumper → setter → spiker) * Teacher gives skill-based feedback (serving, passing, communication) * Emphasize quick rotations and continuous play | | | | | * •"Follow through with your arm." * "Use your forearms, not your hands." * "Bend your knees for balance." * "Jump high, swing hard." * "Talk to your teammates!" * "Stay low, ready to move." * "Stay focused, stay alert." * “Communicate” * “Call it” | | | * +2: Allow unlimited touches or have only 1 touch per team before the ball must go over. * -2: Play with official volleyball rules, requiring specific rotations and more precise positioning. |
| **Lesson Closure & Review**  **Time: 5 mins** | * “What did you learn today about serving? What challenges did you face?” * “Can you describe the roles of the bumper, setter, and spiker? How do they work together?” * “What strategies helped you succeed during the mini game?”   “Great job today, everyone! You worked hard on improving your volleyball skills, and I’m proud of how well you cooperated with your teammates. As we continue to practice these skills, remember how important it is to communicate with each other and support one another on the court.” | | | | | | | | | |
| **Transition:**  **Time:** 1 minute | Students will gather their belongings and leave the gym. | | | | | | | | | |
| **Teacher Reflection & Future Modifications** | I think the 3 vs. 3 activity will go well overall. The students will likely enjoy the competitive aspect of the game while practicing important skills like serving, passing, and returning. It’s a great way for them to focus on teamwork, communication, and strategy in a fun, game-like setting. One challenge I anticipate is ensuring that all players stay engaged and get enough repetitions in each role, as there could be moments when some players are inactive.  To increase learning, I could introduce variations such as setting specific challenges for each round, like requiring the team to complete a certain number of successful passes before they can score. Another idea is to rotate positions more frequently, so students get the chance to practice different skills and understand each role better. Additionally, I could introduce time limits for each point or change up the scoring system to add variety and encourage more focus on quick decision-making. | | | | | | | | | |

Lesson plan 3:

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| **+Eastern Connecticut State University Physical Education Lesson Plan** | | | | | | | | | | |
| **Lesson Plan**  3 of 3 | **Teacher Candidate: Jack Neumuth** | | | | | | **School: Ellington Middle School** | | | **Date: 3/16/25** |
| **Title of Learning Segment/Unit: Volleyball** | | | | | | **Length of Class:         30** min | | | **Grade: 8th** |
| **Central Focus (entire learning segment):**  The central focus of this lesson is to develop students' fundamental volleyball skills, serving, bumping, setting, and spiking, while emphasizing the importance of teamwork, sportsmanship, and communication. Through skill stations and gameplay, students will enhance their coordination, apply their knowledge in game like settings, and understand how each player’s contribution is essential to team success. | | | | | | | | | **# in Class:**    *19* |
| **Lesson Focus:** By the end of this lesson, students will be able to demonstrate the volleyball skills of serving, bumping, setting, and spiking through both individual skill stations and modified gameplay. Students will apply proper techniques for each skill, collaborate effectively with teammates, and use constructive feedback to improve performance. Emphasis will be placed on teamwork, sportsmanship, and effective communication during both practice and gameplay situations. | | | | | | | | | |
| **Grade Level Outcomes & Objectives** | | | | | | | **Assessment Tool** | | **Safety Considerations**  **(Emotional/Physical)** |
| **Psychomotor**  **Domain** | By the end of the lesson, students will demonstrate the volleyball skills of serving, bumping, setting, and spiking by executing these movements with appropriate technique, accuracy, and coordination during both the skill stations and modified gameplay. Students will practice these skills with a focus on form, timing, and control.    National Standard: 1 | | | | | | | The teacher will use a skills checklist to assess students’ performance of fundamental volleyball movements during class activities.  The checklist will focus on key components of each skill (e.g., body positioning, technique, and execution) for serving, bumping, setting, and spiking. | | * Ensure there are no obstacles in the play area that may cause tripping or falling. * Students should be reminded to maintain a safe distance when attempting to pass or set the ball, particularly during the Set Ball activity where jump ropes are used. * Foam balls should be used for safety purposes to prevent injury. * Emphasize proper stretching before activities to prevent muscle strain. * Students should wear appropriate footwear and avoid running or making sudden movements that may lead to injury. |
| **Affective Domain** | By the end of the lesson, students will demonstrate effective teamwork and communication by providing specific, constructive feedback to their peers on their volleyball techniques. Students will practice giving and receiving feedback in a supportive and encouraging manner.    National Standard:4 | | | | | | | Evaluation of Peer Feedback Sheets   * Teacher will review the peer feedback forms to assess the quality and thoughtfulness of the feedback given. * Feedback should reflect a clear understanding of the specific skills being practiced, and the tone of the feedback should remain positive, supportive, and constructive. | |
| **Cognitive**  **Domain** | By the end of the lesson, students will articulate the importance of teamwork in volleyball. They will explain how effective communication, support between teammates, and individual roles contribute to the success of a volleyball game. Students will also reflect on how mastering individual skills contributes to overall team performance in a volleyball match.  National Standard:2 | | | | | | | Class Discussion   * The teacher will lead a class discussion where students share their perspectives on why teamwork is essential in volleyball. * Students will be asked to discuss how communication among teammates helps in maintaining possession of the ball, ensuring proper positioning, and responding to the opponent’s actions. | | **Equipment** |
| **Academic Language** | | •  **Function**: The function of each volleyball skill (e.g., bumping, setting, spiking) is to accurately pass or return the ball to a teammate with control and accuracy.  •  **Vocabulary**: Serve, Bump, Set, Spike, Pass, Court, Communication, Teamwork, Accuracy, Rotation.  •  **Discourse**: Students will describe the importance of each volleyball skill in terms of keeping the ball in play and ensuring successful game outcomes.  •  **Syntax**: Simple commands such as “Set the ball over the net” and “Use your forearms to pass the ball” will be used to provide clear instructions. | | | | | •  Ensure students have enough space during skill stations to prevent collisions or falls.  •  Emphasize the importance of using proper form during activities (e.g., in spiking, setting) to avoid strain or injury.  •  Students should wear appropriate footwear to prevent slipping.  •  Students should maintain proper distance while passing and setting, particularly during the skill stations to avoid accidents. |
| **Prior Knowledge,**  **Skills, & Assets** | •  Students should already be familiar with the basic volleyball skills (serving, bumping, setting, spiking) from previous lessons.  •  Students should understand basic rules of volleyball, including serving, receiving, and scoring.  •  Students should know how to rotate positions during play and understand the concept of teamwork. | | | | | | | **References** | | |
| **Graham, G., Shirley Ann Holt-Hale, Parker, M., Hall, T; Patton, K. (2020). *Children moving: a reflective approach to teaching.* New York, Ny McGraw-Hill Education.** | | |
| **Variety Learner** | •  **Physical impairments**: Use lighter volleyballs or allow for more time to complete tasks. Students may also perform modified roles, such as controlling the net in setting or bumping.  •  **Social/emotional needs**: Pair students with supportive peers to encourage collaboration and positive reinforcement.  •  **Language barriers**: Use visual aids and simplify language when giving instructions. Pair ELL students with English-speaking peers for support.  •  **Behavioral needs**: Provide extra attention and positive reinforcement, particularly when students need reminders about working together and being encouraging. | | | | | | | | Accommodations:  Teacher will make sure to provide modifications for +2’s and -2’s during the lesson. -2’s are going to be provided with extra demonstrations, attention, and visual cues. +2’s are going to be provided with extra individual challenges. | |
| **Language Supports & Instructional Materials** | Teacher will provide demonstrations to reiterate rules and cues, repeat cues throughout lesson, check for understanding during activity by calling on students. The teacher will frequently ask students to share strategies throughout the lesson. | | | | | | | | | |
| **Theory Used** | Bandura Observational theory – Observation and modeling play a primary role in how and why the students learn these skills. The teacher will demonstrate, and  the students will follow along then try to emulate the cues displayed; this will help students grasp the learning cues. | | | | | | | | | |
| **Lesson**  **Component** | **Time (mins)** | **Organization** | | **Description & Teaching Style Used** | | | | | | |
| **Instant Activity** | 3 | Students will enter the gymnasium, put their belongings down, and immediately start rallying with a volleyball. | | Students are greeted with music and will have the opportunity to simply rally with a partner with volleyballs as they enter. They will play for less than 3 minutes as the rest of the students filter in put their belongings down. | | | | | | |
| **Transition** | | | | Students will return to the smart board area to hear directions. | | | | | | |
| **Introduction, Activate Prior Knowledge, & Expectations** | 2 mins | Students will be sitting near the smart board. | | “Today, we're going to focus on the importance of communication and teamwork. Whether you're playing volleyball or any other sport, these two elements are the keys to success. As we go through our activities, remember that working together as a team is essential. By the end of class, think about one thing you’ve learned about being a good teammate. We'll continue to develop these skills in our next session. Let’s make the most of today’s class and work hard together!” | | | | | | |
| **Transition** | | | | Students remain sitting in front of the smart board. | | | | | | |
| **Body of Lesson (Lesson Focus)** | | | | | | | | | | |
| **Task #1**  Volleyball   Skill Stations  **Time:**  **15 mins** | National Standard: 1 & 4 | | | | Demonstration/Questions: Teacher will demonstrate the activity with another student in front of the class. | | | | | **Assessments & Feedback** |
| * Students will complete peer feedback forms for each partner, focusing on the accuracy of each skill demonstrated (serving, setting, bumping, and spiking). * The teacher will use a skills checklist to assess students’ performance of fundamental volleyball movements during class activities. * The checklist will focus on key components of each skill   . |
| **Transition: none**  **Time: 1 minute** | | | | Students are sitting in front of the smartboard observing the teacher. | | | | |
| **Volleyball Skills Stations – Condensed Version**  **Transition**: None **Time**: 1 minute  **1. Serving Station**   * Students serve over the net to a marked target. * Partners give feedback on form, toss height, and contact using the palm.   **2. Setting Station**   * One student tosses, the other sets through a hula hoop. * Feedback covers stance, setting above the chest, and pushing (not slapping) the ball.   **3. Bumping Station**   * Students bump a tossed ball into colored hoops with point values. * Feedback includes stance, flat arms, and no arm swinging.   **4. Spiking Station**   * Student spikes a tossed ball into the net, aiming just above it. * Feedback on timing, hitting above the head, and aiming downward. | | | | | Cues  •  Wide base (feet shoulder-width apart)  •  Setting above the chest  Pushing the ball (not slapping).    •  Wide base stance  •  Flat forearms during the bump  •  Arm swing control (no wild swinging)  •  Hitting the ball in the air (not as it falls)  •  Hitting above the head (not at chest level)  •  Spiking with a downward angle aimed toward the court | | | Modifications    **+2:**   1. Increase the distance between the pairs or groups to make it harder to accurately toss and pass the foam ball.   **-2:**   1. Allow students to take a step forward or backward when receiving the toss, making it easier to get into a better position for the pass. |
| **Transition:**  **Time:** | Students will return to the smart board area to hear about the next task. | | | | | | | | | **Assessments & Feedback** |
| **Task #2**  Gameplay  **Time:**  **7 mins** | National Standard: 1 & 4 | | | | Demonstration/Questions: Teacher will explain the task and ask students, “What questions do you have?” | | | | | Informal assessment – teacher  will observe students’ actions to  see if they are performing the  cues with 80% success. Positive  feedback on cues performed will  be given, letting students know  exactly what they are doing right. |
| **Transition**:  **Time:** | | | | Students remain next to the smart board while listening to explanation. | | | | |
| **3. Gameplay (15-20 minutes)**   * **Modified Volleyball Rules**: * A team must serve to start the point. * Each team has unlimited touches (bump, set, spike, pass) to return the ball. * The ball must land inside the opponent’s court to score. * No player can hit the ball twice in a row. * If the ball goes out of bounds, the other team scores a point. * Players must stay within their side of the court and not cross the center line. * Focus on communication and sportsmanship! * **Team Organization**: * Split students into teams. Rotate teams every few points to ensure everyone has the opportunity to play. * Teams will practice both offensive and defensive skills, working together to keep the ball in play. | | | | | • Bend your knees, flat platform, angle your arms, use your legs, keep your eyes, fingers spread wide, contact the ball, stay low, push with your legs, follow through.  •  Wide base (feet shoulder-width apart)  •  Setting above the chest  • Pushing the ball (not slapping).  •  Wide base stance  •  Flat forearms during the bump  •  Arm swing control (no wild swinging) | | | +2 Modifications  Teams can only use 3 touches to get the ball over, like real volleyball rules.  Serving team moves back 2–3 feet to make serving harder.  -2 Modifications  Teams can use unlimited touches, giving them more time to control the ball.  Players can bump right off the serve instead of having to set or pass first. |
| **Lesson Closure & Review**  **Time: 5 mins** | "Great job today, everyone! I saw some great teamwork and communication during the skill stations and gameplay.”   1. **How did communication help your team perform better today?** 2. **What skill did you feel most confident about today, and why?** 3. **How did teamwork contribute to the success of your game?** | | | | | | | | | |
| **Transition:**  **Time:** 1 minute | Students will gather their belongings and leave the gym. | | | | | | | | | |
| **Teacher Reflection & Future Modifications** | **Reflection**:  I believe this lesson will go well, as students will enjoy practicing the skills in a fun and competitive setting. The skill stations provide focused practice, while gameplay allows students to apply what they've learned in real scenarios. One challenge might be ensuring students stay focused during the feedback portion, especially when time is limited.  **Modifications for Future Lessons**:   * Increase the difficulty of the skill stations by adjusting the target sizes or adding more advanced techniques. * Provide more structured gameplay with specific roles for students to focus on. * Offer additional verbal or visual cues for students who need more support with techniques or understanding the rules. | | | | | | | | | |