



Grade 7 Sample Lesson Plan: Unit 3 – Adapted- Underhand Striking

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Physical Education Teaching Lesson Plan

Middle School	Grade 7	Class Size: 35	Period 2A	9:01-9:49 am	Location: Main Gym
Volleyball Unit (Underhand Striking)			Lesson #2	Bump Pass	

VA SOL: 6.1 a *Combine and apply mature locomotor and manipulative skills into specialized sequences (Volleyball striking)*

Equipment: Microphone, Ipad (Music), Volleyball Standards and Nets, Poly Spots, Trainer Volleyballs, Volleyballs, Tethered Volleyball, Bounce Assist Ball

Instructional Objectives: I can properly bump pass a volleyball.

IEP Goal:

By March 2020, STUDENT will bump pass/underhand strike an object while displaying at least 75% of the following components in 3 out of 4 trials (or 75%), as measured by teacher observation and data collection.

1. Preparatory position: knees bent, eyes on the ball
2. Hands together
3. Ball strikes on the forearms with a flat surface
4. Ball travels straight up from flat surface

Description of Student w/ Special Needs:

Student is high functioning student with autism. Student is below grade-level range of motor skills. Student lacks motivation when it comes to PE class and will lay down in the middle of the classroom on the floor. Student is a 12 year old boy that tends to stray off of tasks given and is at times non-compliant with instructions. Student will eventually stay on task based on proximity of teacher (s) & with peer encouragement. Student will need assistance and modifications with completion of the bump pass. Student is cognitively delayed by one year and is in the mainstream PE classes. Student has full verbal communication skills and understands the lesson plans through modeling.

- Target 1: (Cognitive) Students can use their visual and spatial awareness to find/position the volleyball.
- Target 2: (Pyschomotor) Students can set up their feet, hands, wrists and forearms and perform a proper strike to bump the volleyball.
- Target 3: (Affective) Students can demonstrate responsible social behaviors by cooperating with classmates exhibiting inclusive behaviors and support.
- Target 4: (Health-related) Students can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

Time	Progression/Activity	Formation/Organization	Teaching/Coaching Cues
10 mins (Prep)	<p>Introduction:</p> <p>Students will stand up in their roll call spots and will be instructed to assume a standard athletic position (feet shoulder width, knees bent, hands out and ready).</p> <p>Students will be instructed to place back of dominant hand into the palm of other hand then proceed to touch their thumbs together.</p> <p>Students will then touch their forearms together and extend their knees while shrugging their shoulders to their ears.</p>	<p>Students will get into line of 5 on each poly spot.</p> <p>First person in line will be the first "Tosser"</p>	"Good Athletic Position""3..... 2....1..."Hand
30 mins (Activity)	<p>Students will get into line of 5 on each poly spot.</p> <p>First person in line will come grab a trainer volleyball and line up 7-8 ft from the rest of their group on the poly spot. (3 ft modification)</p> <p>The "Tosser" will rainbow toss the ball to the new first person in line and that person will go through the bump progression in order to try and bump pass the ball back to the "Tosser". (lower toss modification)</p> <p>Students will try to perform 3 times then rotate</p>	<p>Progression to a control toss to a speed round with partners that sit down once a successful toss bump and catch is executed</p>	"Extend.... do not swing your arms""Shrug
5 mins (Cool down)	<p>Closing:</p> <p>Good Athletic Positioning, Move feet to where the ball is going to land, extend knees and hips, then proceed to shrug the shoulder striking the ball with the students forearms</p>	<p>Students will have assessment towards the end of class as a methods of best practice.</p> <p>One student will return the volleyball and one student will return the poly spot.</p> <p>Students will reaffirm learning target of the day and one real life application of the skill(s) learned.</p>	"Good!""Find the ball!""Straight up!"

Student w/ disability procedures:

Student entering the gym will follow general gym routine and enter the locker room. Student will open gym locker and change clothes and have a seat on the benches until the other students are ready. Student will walk into gym if he is feeling anxious. Leaving the locker room, student will fall into squad lines and listen for the warm up CD. Student will be paired with a peer tutor or line buddy during warm up exercises. Following warm up exercises, student will stand up in his squad line spot and listen for verbal instructions and see visual instructions for the activity. Student will transition to a polyspot in the first line to help minimize distraction. Student will use modifications as needed and be fit by teacher. Modifications for student are easy accessed from the first line of our activity. Student will be assessed towards the end of class on the execution of positions and properly striking the volleyball towards an area and target. Student will be dismissed from class to the locker room and student may leave early from class if ready before the rest of the students.

Safety Concerns (solution) :

Student has taken basketball and volleyball rack and driven it around the gym in a class period earlier in the year. (Must put volleyball rack away after balls are distributed) Student will sometimes lay down in roll call lines during the beginning of class, if student lays down while other students are tracking the volleyball, student poses a risk of injuring self and others. (Remind student of safety rules in the gym, place student on the edge of the activity less possibility of injury). Students spatial awareness is lacking due to disability and reaction time, softer ball is recommended for safety reasons. (Trainer/Beach Volleyball)

Modifications/Differentiation:

Equipment Mod: Trainer Volleyball, Beach Volleyball, Balloons, Tether Volleyball, Bounce ball assist

Distance Mod: Tosser will move closer, Passing will be lower, Stationary hitting (drop)

Location Mod: Students will be located to the front part of the gym away from student and paired with students who will help assist. Tether volleyball from basketball hoop on the other side of the gym

Resources:

1) <https://www.gophersport.com/sports/volleyball>

2) Doan, R.J., L.C. McDonald, and S. Chepko, Eds., 2017. Lesson planning for middle school physical education: Meeting the National Standards & Grade-Level Outcomes. Reston, VA: SHAPE America; Champaign, IL: Human Kinetics.

3) <https://education.wm.edu/centers/ttac/resources/articles/inclusion/effectiveteach/>

4) <https://blog.brookespublishing.com/7-tips-for-including-kids-with-autism-in-physical-education/>

Results/Reflection:

Student completed goal of 75% of his IEP goal in the last trial of the year. Student has shown steady progress throughout the whole year and has consistently used his verbal and visual aides to complete his goal. His motivation level has increased due to the exposure of different peer tutors and his eagerness to impress each of them. Early on, when contact was made the volleyball sailed over his head backwards. Student was encouraged (instructed, modeled by teacher and modeled by peer) to extend the knee and shrug the shoulders instead of swinging his arms. Suggestions for next steps for progression would be to shorten the distance and harp on control and consistency with the underhand bump pass on the forearms in the early trials. Overall, the progress made has been amazing to see on all levels.

Next Steps:

Students will need to engage in the bump pass while in a game setting. Students who need more practice before a full game will have a designated court for extra practice. If students need further modifications we will introduce a bounce ball assister to help send the ball in motion back to the tosser.

Student will need to keep improving and practicing bump skills. Next steps is to make closed enviornment more unpredictable by adding the toss from a further distance with a higher rainbow toss.