

**Lesson Cycle**

**Lesson Title/Topic: The Forearm pass in Volleyball for Physical Education 8<sup>th</sup> grade students**

- **Standards/Rationale: TEKS PE. 1F & G ELPS: PE. A1, 2F, 3E & J CCRS: 1-8C. & 1-2E.**

<b>Learning Target:</b> SWBAT demonstrate the proper hand, arm and body positioning for forearm passing for Volleyball w/ 100% accuracy	<b>Assessment:</b> To understand the skills, techniques and usage of forearm passing in Volleyball for the upcoming six weeks test.
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**Materials:** Volleyballs (mix of regulation and trainer volleyballs), one for every two or three students  
 Cones, four for each group of students  
 Gym Shirt, Shorts and Athletic Tennis Shoes

**Lesson Cycle:**

<b>The teacher will:</b>	<b>The student will:</b>
<b>Focus/Mental Set:</b> Read an excerpt about how volleyball was invented and how the forearm pass came into play.	Answer three questions on a separate sheet of paper based on their reading excerpt about the creation of volleyball and forearm passing. <ul style="list-style-type: none"> <li>• Read the text provided by the teacher and identify the creation of volleyball and forearm passing.</li> <li>• Answer questions based on the text that they read</li> </ul>
<b>Teacher Input:</b> PowerPoint presentation which gives examples of how to perform the proper technique of Forearm passing. Demonstrate proper arm, hand, feet and body placement for forearm passing. <ul style="list-style-type: none"> <li>• Ask students the following questions: Why is it important to</li> </ul>	Observe the presentation of the importance of forearm passing in volleyball and the proper technique of a forearm pass. <ul style="list-style-type: none"> <li>• Identify the concept of forearm passing.</li> </ul>

<p>use gym wear for this lesson versus using your school clothes? And Why do you think volleyball nets are not as low as tennis nets?</p>	<ul style="list-style-type: none"> <li>• Observe examples of proper ways of forearm passing</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Guided Practice:</b> Demonstrate arm, hand, feet and body placement for forearm passing with multiple classmates as partners. Have the students follow what the teacher is doing step by step. Correct technique will be used as examples and incorrect techniques will be reviewed and corrected.</li> <li>• Ask students the following questions: Could you perform a forearm pass standing straight up? Why or why not? and Why do you think being in a squatting position is important when you are trying to perform a forearm pass?</li> <li>• Demonstrate effective ways of forearm passing as it relates to volleyball</li> <li>• Students are not expected to talk, they show what they know through: visually, auditorily and kinetically</li> <li>• Key Concepts-Demonstrate, Forearm Passing, Body Placement, Bumping,</li> </ul>	<p>Grab a partner, a volleyball, and four cones that will set up as a square. Get into 90-degree squatting position with their hands on their knees. Second, they will create a solid and consistent platform. (I will make a solid consistent platform by making a fist with the left hand, thumb on top, and wrap the right hand around the first, laying thumbs flat and parallel, with wrists and elbows hyperextended) Last, they will angle their platform to the target and hit the ball in the direction they would like for it to go.</p> <ul style="list-style-type: none"> <li>• Identify proper placement of body to successfully use forearm passing in the game of volleyball.</li> <li>• Recognize how important arm placement and angle platform is to hit a volleyball by using forearm passing.</li> </ul>
<p><b>Independent Practice:</b> Verbal instruction/active monitoring of the students understanding how critical forearm passing is useful in volleyball. The teacher will observe the students seeing Where is their forearm located? Why is forearms important in volleyball? Last, what happens if your forearms are not flat?</p>	<p>Using a partner get into a group of two, grab four cones that will set up as a square. Perform proper mechanics and mimic hitting a volleyball with a partner from their stance. This will be performed with music playing for 20 min. Student can refer to the teacher’s kinesthetic demonstration, poster display in the gymnasium and proper mechanics clip as references.</p> <ul style="list-style-type: none"> <li>• Refer back to examples of forearm passing: visually, auditory or kinesthetically</li> </ul>
<p><b>Closure:</b></p>	<p>The student will be provided a D.O.L. on a half-page with two questions of how useful</p>

What are the critical elements of the forearm pass?	forearm passing in for the game of Volleyball
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<b>Options:</b>	
<p><b>Enrichment:</b> If the student has a volleyball or softball at home, they can practice any of the forearm pass tasks that were performed in today's class. They can also ask the Teacher to share the PowerPoint lesson for today or reference online videos about forearm passing if they need any extra help.</p> <ul style="list-style-type: none"> <li>• Can pass ball directly to tosser</li> <li>• Students can practice forearm passing using the volleyball net that is set up in the gymnasium or outdoor court.</li> </ul>	<p><b>Reteach:</b> Will only be necessary if more than five percent of the class does not understand the techniques of the forearm pass usage in Volleyball.</p> <ul style="list-style-type: none"> <li>• Stay at this extension for the next class before moving on to the next volleyball technique.</li> </ul>

**Accommodations/ Modification Correctives:**

<p>Accommodations-Special Needs Student (Deafness): Student is hearing impaired. She can understand and conduct lesson with her inclusion teacher in the class, by using sign language, observing general education teachers verbal expressions &amp; body language to translate and complete the lesson.</p> <p>Modifications-Preferential seating and Technology aids: Due to students 504 plans some are able to sit in the front of the class, to help them focus on the lesson properly with peers in the classroom and the others are able to utilize technological aids (YouTube or videos of student performing forearm passing) for them to visual forearm passing in volleyball.</p>	
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**English Language Proficiency Standard Student Expectation:**

ELPS Standard 2 & 3: 2-Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELL's may be at the beginning, intermediate advanced high state of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced and scaffolded) commensurate with the student's level of English language proficiency. 3- Cross-Curricular second language acquisition/speaking. The ELL speaks in a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELL's may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced and scaffolded) commensurate with the student's level of English language proficiency.

ELPS 2F-Listen to and derive meaning from a variety of media such as audio tape, video, DVD and CD ROM to build and reinforce concept and language attainment.

ELPS 3E-Share information in cooperative learning interactions

3J-Respond orally to information presented in a wide variety of print, electronic, audio and visual media to build and reinforce concept and language attainment.

- Read the text provided by the teacher and identify the creation of volleyball and forearm passing
- Answer questions based on the text that they read
- Identify the concept of forearm passing.
- Observe examples of proper ways of forearm passing
- Identify proper placement of body to successfully use forearm passing in the game of volleyball.
- Recognize how important arm placement and angle platform is to hit a volleyball by using forearm passing.
- Refer back to examples of forearm passing: visually, auditory or kinesthetically

## References:

- Champions Productions. "Passing Fundamentals for Volleyball." Online video clip. YouTube., 17 Mar 2014. Web 2. Sept 2019
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