Volleyball

9th Grade Physical Education
Unit Schedule:

Day 1: Passing- Footwork & Technique; Individual Passing

Day 2: Individual Passing & Partner Passing

Day 3: Setting- Footwork & Technique; Individual Setting

Day 4: Individual Setting & Partner Setting

Day 5: Hitting- Footwork & Technique; Partner Hitting

Day 6: Hitting Review; Hitting at the Net

Day 7: Serving Positions; Partner Serving

Day 8: 3v3 Queen of the Court Tournament

Day 9: 6v6 Tournament- 2 Games

Day 10: 6v6 Tournament- 1 Game, Championship/Consolation

Class Period: 45 minutes

Attendance: 3 minutes

Warm-Up: 10 minutes

Anticipatory Set/Intro: 4 minutes

Skill/Concept (Lesson): 25 minutes

Closing: 3 minutes
Physical Education Standards & Benchmarks

Mid-Continent Research for Education and Learning
(http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=18)

Standards (9-12)

1. Uses a variety of basic and advanced movement forms.
   a. Uses advanced sport-specific skills in selected physical activities (e.g., aquatics, dance, outdoor pursuits, individual, dual, and team sports and activities).
   b. Uses skills in complex rather than modified versions of physical activities (e.g., more players or participants, rules and strategies).

2. Uses movement concepts and principles in the development of motor skills.
   a. Uses offensive and defensive strategies and appropriate rules for sports and other physical activities.

3. Understands the benefits and costs associated with participation in physical activity.
   a. Understands factors that impact the ability to participate in physical activity (e.g., type of activity, cost, available facilities, equipment required, personnel involved).
   b. Understands how various factors (e.g., age, gender, race, ethnicity, socioeconomic status, and culture) affect physical activity preferences and participation.

4. Understands how to monitor and maintain a health-enhancing level of physical fitness.
   a. Knows personal status of cardio-respiratory endurance.
   b. Knows how to monitor and adjust activity levels to meet personal fitness needs.
5. Understands the social and personal responsibility associated with participation in physical activity.
   a. Works with others in a sport activity to achieve a common goal (e.g., winning a team championship).
   b. Understands how participation in physical activity fosters awareness of diversity (e.g., cultural, ethnic, gender, physical).
   c. Understands the history and purpose of international competitions (e.g., Olympics, Special Olympics, Pan American Games, World Cup Soccer).
   d. Understands the concept of "sportsmanship" and the importance of responsible behavior while participating in physical activities.
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<td><strong>Anticipatory Set</strong>- Olympics (4 minutes)</td>
<td><strong>Anticipatory Set</strong>- Partner Passing Contest (4 minutes)</td>
<td><strong>Anticipatory Set</strong>- Review Setting Footwork/Technique &amp; Individual Setting &amp; Wall Setting (25 minutes)</td>
<td><strong>Anticipatory Set</strong>- Partner Setting Contest (25 minutes)</td>
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<td><strong>Skill/Concept-Passing</strong> Footwork/Technique &amp; Individual Passing &amp; Passing against the wall (25 minutes)</td>
<td><strong>Skill/Concept-Passing</strong> Individual Passing &amp; Start Partner Passing-Contest (25 minutes)</td>
<td><strong>Skill/Concept-Passing</strong> Setting Footwork &amp; Talk about next class (3 minutes)</td>
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- **Attendance** (3 minutes)
- **Warm-Up** (10 minutes)
- **Anticipatory Set**- Review Hitting Footwork (4 minutes)
- **Skill/Concept-Hitting** against the wall & Hitting at the net off of a toss (25 minutes)
- **Skill/Concept-Serving** with a
- **Skill/Concept-Queen of the Court Tournament** (25 minutes)
- **Skill/Concept-Play first two 6 v 6 tournament** (4 minutes)
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<td>Partner over the net - Close range with gradually backing up &amp; Serving</td>
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<td>6 tournament games (25 minutes)</td>
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<td>10</td>
<td>Skill/Concept - Play last 6 v 6 game of tournament &amp; play championship</td>
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**Materials for Week 1**

1. Volleyball Video (Day: 1)
2. 30 Volleyballs (Day: 1, 2, 3, 4, 5)
3. Prizes for Contest Winners (Day: 2, 3)
4. Tape for the Wall (Day: 1, 3)
5. T.V. (Day: 1)

**Materials for Week 2**

1. 30 Volleyballs (Day: 1, 2, 3, 4, 5)
2. 2 Volleyball Nets (Day: 1, 2, 3, 4, 5)
3. 24 Polly Spots (Day: 2)
4. Prizes for Contest Winners (Day: 2, 5)
5. Tape for the Wall (Day: 1)
Day 1

Unit Objective:

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:

After learning the correct passing footwork/technique and individual passing, 9th grade physical education students will be able to pass the ball to themselves using correct passing footwork/technique with 100% accuracy. (1.a)

Overview:

The students will come in and sit in their squads. The teacher will quickly take attendance. The students will then take about 4 minutes to stretch. They have already learned many stretches and their benefits. Therefore, the students should be able to complete the stretches that they feel they need to do. The students will then complete a 5-minute run. The students are to run for a total of 5 minutes. If a student must stop running, they are to keep moving by walking. After the run is over, the students should sit down in their squads to watch a quick video. A quick video of the indoor volleyball at the 2008 Olympics will be shown for about 3 minutes. This will give the students an idea of the types of skills, obviously basic, that the students will be learning. After the video, the students will be learning the passing footwork and passing technique needed to be a successful passer. Following learning the footwork and technique, the students will be doing some individual passing and then passing against the wall. When passing against the wall, the students will work on accuracy by trying to consistently hitting a piece of tape that was put there before the class period started.
Day 2

Grade Level: 9th Grade

Unit: Volleyball

Lesson Number: #1 (Day 2)

Unit Objective:

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objectives:

After discussing the Olympics, 9th grade physical education students will be able to understand factors that may impact participation in sports, such as cost, culture, etc., to the best of their ability. (3.a; 3.b; 5.b; 5.c)

After learning the passing footwork and technique, 9th grade physical education students will be able to pass consistently using the correct technique/footwork with 100% accuracy. (1.a)

Concepts and Skills: Passing (Individual & Partner)

Main Theme: Passing

Equipment: 30 Volleyballs; Prizes

Content

Attendance (3 Minutes):

The students should come in and sit in their squads (rows), which are organized in alphabetical order. Take attendance quickly.

Entry Activity/Warm-Up (10 Minutes):

Partner Warm-Up: Have the students get into pairs. The group is to complete the task of running 20 laps and doing sit-ups. Each person is to run a total of 10 laps and only one person out of the pair is to run at a time. While their partner is running, the other student is to be doing sit-ups until their partner finishes and vice versa when they switch. A student does not have to run all 10 laps in a row. The pair may complete the task in any combination (run all 10 laps then switch, switch every 5 laps,
switch every 2 laps, etc.). Once the pair is finished they may get a quick
drink and then sit down and wait for the rest of the class to finish.

**Introductory Activity/Anticipatory Set (4 minutes):**

Talk to the students about this past Summer Olympics. Did any of you
watch volleyball at the Olympics? What were the two types of volleyball
played in the Olympics? (Indoor and Beach both in Men’s & Women’s)
Does anyone know who won both the men and women’s beach
volleyball? (U.S. won both) What types of things does it take to
participate in the Olympics? (country must have a team/individual and it
takes money to have the facilities to practice the sport before the games)

**Skill/Concept; Development; Body (25 minutes):**

**Individual Passing (10 minutes):** In the last class, the students worked on
passing footwork and individual passing to themselves and also passing
against the wall. The students need to do a quick review of individual
passing. Each student needs to grab a volleyball out of the cart, which is
stored in the storage closet, and find a space along one of the walls of the
gym. The students will need to spread out and find their own personal
space. The students are to practice passing to themselves trying to keep
consecutive passing going and not letting the ball drop. As the students
are doing so, the teacher needs to walk around the gym and observe the
students passing footwork and technique. Every time the student goes to
pass the ball, their feet should take two steps, left right. Their forearms
should create a flat platform and they shouldn’t be swinging their arms out
of control.

**Partner Passing (10 minutes):** The students are to find a partner and one
of the two needs to put their volleyball away in the cart. Each pair should
have one volleyball. They should sit down while directions are being
given. Each pair will line up across from their partner. One partner will
toss the ball to their partner and that student will use correct passing form
to pass the ball back to the student who tossed the ball who will catch the
ball. The student will toss 10 times and then the two students will switch
and complete the task in opposite roles. Once all students are done, the teacher will explain the next task. Next, the students will stay where they are and with the same partner. The students will pass the ball back and forth to each other. The students will try to keep continuous passing back and forth. As the students are doing so, the teacher will walk around the gym helping students if needed.

**Partner Passing Contest (5 minutes):** The students will be with the same partner and may stay where they are in the gym. The goal of the contest is to keep continuous passing going as long as possible. Once a pair drops the ball, they are to sit down so the teacher knows that they are out. The last pair to keep continuous passing are the winners. If time allows, the contest may be repeated to find a new winning pair.

**Closing Activity/Closure (3 minutes):**

Have all the students come and sit down in their squads. Hand out the prizes to the winners of the partner passing contests. Tell the students what they will be doing in their next P.E. class. The students will start to learn about setting and will do some basic setting drills and some contests.

**Evaluation (after class):**

The teacher will evaluate how the class went, including the success of the activities/drills, success of the warm-up, behavior of students, and changes that need to be made for future classes or future lesson plans.
Day 3

Grade Level: 9th Grade

Unit: Volleyball

Lesson Number: #2 (Day 3)

Unit Objective:

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:

After learning the setting footwork and technique, 9th grade physical education students will be able to set consistently using the correct technique/footwork with 100% accuracy. (1.a)

Concepts and Skills: Passing (Review) & Setting (Individual)

Main Theme: Setting

Equipment: 30 Volleyballs; Prizes for Contest Winners; Tape for the Wall

Content

Attendance (3 Minutes):

The students should come in and sit in their squads (rows), which are organized in alphabetical order. Take attendance quickly.

Entry Activity/Warm-Up (10 Minutes):

The students will be doing a mini-card drill game. Each suit in the deck of cards is a different exercise and the number on the card is how many of the particular exercise the students will do. Any face cards are interpreted as the number 10.

- Hearts- Laps around the gym.
- Spades- Push-ups.
- Diamonds- Sit-ups.
- Clubs- Wall sits (number on the card multiplied by 5 is the number of seconds the students must do the wall sit for).

This activity will go on for approximately 10 minutes. After 10 minutes is done, the students will be instructed to go and sit in their squads again.
Introductory Activity/Anticipatory Set (4 minutes):
The students will quickly find a partner, get one ball for the two of them and find a space in the gym. They will be doing a partner-passing contest, like the one that they did in the previous class. The students are to continuously pass the volleyball back and forth between the two of them. Once the ball drops they are to sit down to show that they are out. The last group standing to have their volleyball continuously passing is the winners.

Skill/Concept; Development; Body (25 minutes):
Setting Footwork/Technique (9 minutes): The students will be sitting down ready to watch and listen. The teacher will first go over the footwork that is required before every set. Just like in passing, the steps left-right need to be taken before every set. The students should understand this because they have already learned the passing footwork. Next the teacher will go over the setting technique. Each student should follow along with what the teacher does. The correct setting hands should look like the person is holding a 2-liter of pop and their hands should be rounded so a volleyball could fit in them. Their thumbs should be at their hairline with their fingers pointed upward. After the student takes their left-right steps, they should extend their arms (like they are setting) outward and upward. Their arms should look like superman, outstretched and fingers straight. Have all of the students stand up and practice the footwork and setting motion. Walk around and correct mistakes and help students get the correct technique.

Individual Setting (8 minutes): Show the setting footwork and technique using a ball (if unable to show, have a student show). Have all of the students get a volleyball and spread out around the gym. Have the students practice just tossing the ball to themselves and setting it once straight up in the air. If they get the hang of this, they can toss the ball to themselves and set the ball continuously to themselves straight up in the
air as many times as they can. While the students are doing this, walk around and help those who are having difficulties and/or have questions.

Wall Setting (8 minutes): All the students will each need a volleyball. Before class starts, the teacher will use blue painters tape and put marks on the wall about 7 feet high. The marks should be spread out and there should be one mark for every student. The students will then find a mark on the wall. Their goal is to set the ball against the wall and try and hit the mark. If they need to they can stop and catch the ball after every set against the wall and start again with a toss. However, if they feel comfortable they may also continuously set against the wall aiming to hit the mark every time. Again, the teacher will walk around and help students if needed.

Closing Activity/Closure (3 minutes):
Have the students put their volleyballs away and come sit in their squads. Ask one student to stand up and demonstrate the correct setting footwork and technique. Give out prizes to the partner passing contest winners. Tell the students that in their next P.E. class they will be reviewing individual setting and starting partner setting.

Evaluation:
The teacher will evaluate how the class went, including the success of the activities/drills, success of the warm-up, behavior of students, and changes that need to be made for future classes or future lesson plans.
Day 4

Grade Level: 9th Grade
Unit: Volleyball
Lesson Number: #3 (Day 4)

Unit Objective:
After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:
After completing the 7-minute run, 9th grade physical education students will be able to understand the importance of regulating movement to stay active but not pushing oneself too hard to the best of their ability. (4.a; 4.b)

After participating in partner setting and a partner setting contest, 9th grade physical education students will be able to set continuously back and forth with a partner to the best of their ability. (1.a; 5.a)

Concepts and Skills: Setting Footwork/Technique (Review) & Partner Setting
Main Theme: Setting
Equipment: 30 Volleyballs

Content
Attendance (3 Minutes): The students should come in and sit in their squads (rows), which are organized in alphabetical order. Take attendance quickly

Entry Activity/Warm-Up (10 Minutes):
The students will be completing a 7-minute run as a warm-up. After attendance, the teacher will give the students a couple minutes to stretch on their own. Then the teacher will explain to the students that they will be completing a 7-minute run. The students are to run/jog for 7 minutes if possible. If a student needs to stop they are to keep moving by walking. Students who are walking should walk towards the outside (wall) of the gym leaving room for the runners. After the 7-minute run has been
completed the students may go get a quick drink and then come back and sit in their squads.

**Introductory Activity/Anticipatory Set (4 minutes):**

The teacher will do a quick review on setting footwork and technique. Instead of the teacher showing all of the students the footwork and technique, the teacher will ask for a volunteer to show the correct footwork and explain what he/she is doing. Then the teacher will ask a different student to show the class the correct setting technique (hands) and explain what he/she is doing.

**Skill/Concept; Development; Body (25 minutes):**

**Individual Setting Review (8 minutes):** Have all of the students grab a volleyball from the cart. The students should all find their own personal space and practice their individual setting. Students should toss the ball to themselves and then set the ball straight up in the air. The goal is to keep setting the ball continuously. The teacher should walk around and help students if needed.

**Partner Setting (9 minutes):** The students are to find a partner and one of the two needs to put their volleyball away in the cart. Each pair should have one volleyball. They should sit down while directions are being given. Each pair will line up across from their partner. One partner will toss the ball to their partner and that student will use correct setting form to pass the ball back to the student who tossed the ball who will catch the ball. The student will toss 10 times and then the two students will switch and complete the task in opposite roles. Once all students are done, the teacher will explain the next task. Next, the students will stay where they are and with the same partner. The students will set the ball back and forth to each other. The students will try to keep continuous setting back and forth. As the students are doing so, the teacher will walk around the gym helping students if needed.

**Partner Setting Contest (8 minutes):** The students should stay with the partner that they are already with. Each pair should have one
volleyball. The goal of the contest is to keep continuous setting going as long as possible. Once a pair drops the ball, they are to sit down so the teacher knows that they are out. The last pair to keep continuous setting are the winners. The contest should be repeated once more to find a different winning pair. If the same pair wins, the second to last pair continuously setting are the winners.

**Closing Activity/Closure (3 minutes):**

Have all of the students put their volleyballs away and sit in their squads. Hand out the prizes to the winners of the partner setting contest. Tell the students that they will be starting to learn and work on hitting footwork and technique in their next class period.

**Evaluation:**

The teacher will evaluate how the class went, including the success of the activities/drills, success of the warm-up, behavior of students, and changes that need to be made for future classes or future lesson plans.
Day 5

Unit Objective:

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:

After learning the correct hitting footwork and technique and hitting with a partner, 9th grade physical education students will be able to hit the volleyball to a partner using the correct footwork and technique to the best of their ability. (1.a; 1.b)

Overview:

The students will come in and sit in their squads. The teacher will quickly take attendance. After this, the students will be doing a relay race to warm-up. The students will take 3 minutes to stretch out on their own. The teacher will then number the students off into teams of 4. The teams will line-up and complete the relay races, which include, running, crab-walking, grape-vine, jumping, etc. The students will then get a partner and a volleyball and compete in a partner setting contest using the skills they learned in their previous class period. After the contest the students will learn the correct footwork and technique for hitting. They will then hit back and forth with a partner and also pepper (pass, set, hit) with a partner. After this, prizes will be given out to the winners of the contest, the hitting footwork/technique will be reviewed, and the teacher will talk to the class about their next class period.
Day 6

Unit Objective:

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:

After hitting against the wall, 9th grade physical education students will be able to hit the tape on the wall with 90% accuracy. (1.a; 1.b)

After hitting at the net off of a toss, 9th grade physical education students will be able to hit the volleyball over the net using correct technique/footwork to the best of their ability. (1.a; 1.b)

Overview:

The students will come in and sit in their squads. The teacher will quickly take attendance. After this, the students will take 3 minutes to stretch themselves out. Following stretching, the students will need to run 10 laps around the gym, do 30 sit-ups, and 15 push-ups. After the students complete this, they should get a quick drink and sit down in their squads. The teacher will ask a student to volunteer to show the correct hitting footwork and technique. The students will then grab a volleyball and hit against the wall, trying to hit a piece of tape that had been placed there before the class period. Following this, the students will take turns hitting at the volleyball net off of a toss. After this, the students will come in and sit down in their squads. The teacher will then talk to them about their next class period.
Day 7
Grade Level: 9th Grade
Unit: Volleyball
Lesson Number: #4 (Day 7)

Unit Objective:
After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:
After being shown the 6 serving positions, 9th grade physical education students will be able to understand the concept of serving to a specific position on the court to the best of their ability. (1.b)

After completing the serving drills, 9th grade physical education students will be able to serve the 6 serving positions to the best of their ability. (1.a; 1.b)

Concepts and Skills: Partner Serving & Serving Positions
Main Theme: Serving
Equipment: 30 Volleyballs; 2 Volleyball Nets; 24 Polly Spots; Prizes for Contest Winners

Content
Attendance (3 Minutes): The students should come in and sit in their squads (rows), which are organized in alphabetical order. Take attendance quickly

Entry Activity/Warm-Up (10 Minutes):
The students will be doing a mini-card drill game. Each suit in the deck of cards is a different exercise and the number on the card is how many of the particular exercise the students will do. Any face cards are interpreted as the number 10.

Hearts- Laps around the gym.
Spades- Push-ups.
Diamonds- Sit-ups.
Clubs - Wall sits (number on the card multiplied by 5 is the number of seconds the students must do the wall sit for).

This activity will go on for approximately 10 minutes. After 10 minutes is done, the students will be instructed to go and sit in their squads again.

**Introductory Activity/Anticipatory Set (4 minutes):**

The students will be starting serving today. The teacher will go over correct serving technique. The students’ shoulders should be high and elbows pulled back. When they hit the ball, they should hit it with an open hand and using the palm of their hand to contact the ball, just like they do when they are hitting. The teacher should also go over the 6 serving positions.

1- Right Back Position
2- Right Front Position
3- Middle Front Position
4- Left Front Position
5- Left Back Position
6- Middle Back Position

**Skill/Concept; Development; Body (25 minutes):**

**Partner Serving (13 minutes):** The students should find a partner and get one volleyball for their pair. The pairs should line up across from one another on opposite sides of the net on the 10-foot line. The students will toss the ball to themselves and hit it over the net to their partner using correct serving technique. The students do not need to hit the ball very hard because they are serving at such a short distance. While this is going on, the teacher should walk around and help any students who need help. After a couple minutes, the teacher should tell the students to all take a step back and continue the drill. The teacher will gradually have
the students move back every couple minutes until they reach the end line. Once students reach the end line, they do not have to serve to their partner anymore and use their specific ball. They may serve freely.

**Serving Contest (12 minutes):** The teacher will put out the polly spots on the court. There should be one polly spot on each of the 6 serving positions on each side of the court. The students will serve to a certain serving position on the opposite side of the court. They will count how many times they hit the polly spot at that position. They will continuously serve to that same position for 2 minutes. The student with the most after 2 minutes will win. The students will then move to the next serving position on the court and repeat the contest. There will be 6 contest winners, one for every serving position.

**Closing Activity/Closure (3 minutes):**

The students should put their volleyballs away and come sit in their squads. The teacher will hand out the prizes to the 6 serving contest winners. The teacher will then tell the students that in their next class they will be reviewing the 6 serving positions and having a 3 v 3 Queen of the Court tournament.

**Evaluation:**

The teacher will evaluate how the class went, including the success of the activities/drills, success of the warm-up, behavior of students, and changes that need to be made for future classes or future lesson plans.
Day 8

Unit Objective:
After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:
After playing 3v3 Queen of the Court tournament, 9th grade physical education students will be able to understand the overall concept of combining all of the skills learned to play the game of volleyball to the best of their ability. (1.b; 5.a)

Overview:
The students will come in and sit in their squads. The teacher will quickly take attendance. The students will take a couple minutes to stretch themselves out. The students will then participate in the mini-card drill. The drill involves running laps, doing push-ups, doing sit-ups, and doing wall-sits. The teacher will run the drill. Following the warm-up, the teacher will quickly review the 6 serving positions and all the basic skills that have been learned by the students. Then the students will get into teams of 3 and participate in the 3v3 Queen of the Court tournament. After this, the students will sit in their squads and the teacher will talk about their next class and assign teams for the 6v6 tournament that is coming up.
Day 9
Grade Level: 9th Grade
Unit: Volleyball
Lesson Number: #5 (Day 9)

Unit Objective:

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

Lesson Objective:

After participating in the 6v6 volleyball tournament, 9th grade physical education students will be able to play the game of volleyball using all of the skills they learned to the best of their ability. (1.b; 2.a)

After participating in the 6v6 volleyball tournament, 9th grade physical education students will be able to understand the concept of inclusion of all students and sportsmanship to the best of their ability. (5.d)

Concepts and Skills: 6v6 Tournament (All previously learned skills put together.)

Main Theme: 6v6 Tournament
Equipment: 30 Volleyballs; 2 Volleyball Nets

Content

Attendance (3 Minutes): The students should come in and sit in their squads (rows), which are organized in alphabetical order. Take attendance quickly

Entry Activity/Warm-Up (10 Minutes):

Introductory Activity/Anticipatory Set (4 minutes):

In the previous class the students told which team they were on for the 6v6 tournament. The teacher will remind the students which teams they are on. The teacher will also go over the rules of the 6v6 tournament. The students must rotate everyone in/out. Each side is only allowed a maximum of 3 hits at a time. They must send the ball over to the other side on the 3rd hit. Once the ball comes back over, they are allowed
another 3 hits. Also, the teacher should answer any questions that the students have.

Skill/Concept; Development; Body (25 minutes):
The students will go to their assigned courts and get themselves set up with 6 people on each side of the court ready to play. The teacher will designate one team to start serving. The teams will play each other for approximately 10 minutes. After the 10 minutes is done, the teacher will have someone from all teams report the score of the match and also have two of the teams switch courts and they will play their second match for another 10 minutes. The teacher should be walking around and observing the students playing and making sure everything is going smoothly and being played correctly.

Closing Activity/Closure (3 minutes):
The students should put the volleyballs away and go sit in their squads. One person from each team should report the scores to the teacher of their matches that they played. The teacher will then tell the students that in their next class they will be finishing their tournament play and then playing the championship and consolation matches.

Evaluation:
The teacher will evaluate how the class went, including the success of the activities/drills, success of the warm-up, behavior of students, and changes that need to be made for future classes or future lesson plans.
**Day 10**

**Unit Objective:**

After completing the volleyball unit, 9th grade physical education students will be able to play the game of volleyball using all of the basic skills to the best of their ability.

**Lesson Objective:**

After competing in the 6v6 tournament, 9th grade physical education students will be able to play the game of volleyball using all of the skills that they learned to the best of their ability. (1.b; 5.a; 5.d)

**Overview:**

The students will come in and sit in their squads. The teacher will quickly take attendance. The students will stretch out very quickly. The students will then need to run 12 laps, do 45 sit-ups, and 20 push-ups. Once completed, the students should sit down in their 6v6 teams. The teacher will review the rules of the 6v6 tournament and let the students know which teams will be playing each other. The students will then play their first match for 10 minutes. Following the first match, the students will play the championship and consolation matches for another 10 minutes. After this, the teacher will hand out prizes to the winners and talk to the students about the next unit that they will be doing.