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| Month: November | | | |
| Focus: Volleying Skill development (5.4, 5.5) Performance refinement (5.6, 5.7) Rules (5.8) | | | |
| Week: One (Basic skills for volleying and relating to punting) | Week: Two (Performance cues) | Week: Three (Tactics, games, applications) | Week: Four (Playing a game, rules) |
| Essential questions: How do throwing, catching and kicking relate to volleying? How can I vary and refine skills I already know? How does one skill relate to another? | Essential questions: Why are performance cues important and how can they help me? Why practice skills in different ways? How can I use a single skill in a bunch of ways? | Essential questions: How can I improve? How will performance cues, tactics and movement variables help me? How can I play smarter? How can I work less but do better? | Essential questions: Who should be responsible for making sure rules are followed? Why might it be difficult to be an official? Why is thinking as important as moving? |
| Criteria: Express and apply ways to volley to utilization level. Refine selected skills, tactics and strategies. Refine manipulative skills in complex movement activities 🡪 striking with hands Reflect Apply performance cues, movement variables and tactics to improve self and others. Understand and accept rules. | | | |
| Knowledge-building: Vocabulary: volley, strike, follow through Skills: Volleyball set, pass (bump), arm and leg position, body readiness, striking with hands, ways to send, volley, strike | Knowledge-building: Vocabulary: Self analyze, performance cue, accuracy, performance feedback Skills: serves, verbalizing performance cues, feedback tools | Knowledge-building: Vocabulary: Principles of practice, tactics, strategies, rule Rules for volleyball Tactics, direction change, principles of practice | Knowledge-building: Vocabulary: Official, fact, opinion Difference between appropriate and inappropriate behaviours |
| Learning experiences (warm-up, main event, cool down):   * No net first week * Warm ups (10 minutes) – running with music (beep test), warm up games, popcorn, volley/ throw game (running to switch places) * Main events (15 minutes) – Soft volleyball drills, beach ball drills, gator ball drills, self and partner, self and wall, target, non-example with tennis or wiffle balls with a volunteer or two, setting 5 times consecutively and how many sets in a given time (track growth) * Cool downs/ closure – reflections of today and looking to tomorrow, compare/ contrast, essential questions | Learning experiences (warm-up, main event, cool down):   * Warm ups – cardio and muscular endurance * Main events – work with volleyballs only; serving underhand and overhand (accuracy - target and distance); saying aloud their performance cues; partner work with analysis and feedback; mini-partner game; count number of volleys without hitting the floor; videotaping; competition and graphing volleying as a class; small groups (L to J and ATB); groups of 3 and ready position data * Cool down and closure – see last week | Learning experiences (warm-up, main event, cool down):   * Warm ups – see previous * Main events – Rules for volleyball; tactics; playing smart; strategies; bring out net; divide in half and half play; the other half watch a partner, give feedback; * Cool down/ closure – Return to essential questions, | Learning experiences (warm-up, main event, cool down):   * Warm ups – see previous * Main event – game play; talk about more complex rules; lines officiating focus; accepting calls; YouTube videos; assessing; cross curricular integration – reflecting on skills and rules in written or pictorial form (journal), negative video- not accepting a call and discuss how it affect endorsements |