

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✓ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

FOCUS TARGETS

- ✓ **Skill:** I will demonstrate below-chest & above-chest passes.
- ✓ **Cognitive:** I will identify the components of skill-related fitness required for successful participation in Roundnet.
- ✓ **Fitness:** I will actively engage in all practice tasks in order to improve my skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will listen to feedback and use suggestions to improve my Roundnet skills.

ACADEMIC LANGUAGE

- ✓ Above-Chest Pass
- ✓ Below-Chest Pass
- ✓ Control
- ✓ Accuracy

SELECTED ASSESSMENT

- ✓ Depth of Knowledge Exit Slip created with activity debrief questions

SAMPLE LESSON PLAN

| | TRANSITION NOTES | ACTIVITY | DEBRIEF |
|--|---|--|---|
| <p>1 INSTANT ACTIVITY</p> | <p>Cones are set up for self-passing challenges. Spikeball® sets are to the side of the activity area. Students grouped in 4s and set up for self-passing challenges with enough personal space to complete Pick a Card warm-up activities. Pass Challenge Cards and Cue Charts are displayed in Task Tent for each group.</p> | <p>Pick A Card (OPEN Instant Activities)</p> | <p>Who will tell the class their favorite healthy food, along with what food group that food belongs to?</p> |
| <p>2 LEARNING TASK</p> | <p>Using a projector, screen, and device with internet, show class Spikeball® Introduction Videos: - https://youtu.be/J8T5TlrHtzs - https://youtu.be/UXPjH3uk0Bs</p> <p>Demonstrate below- and above-chest passes. Highlight cues on cue charts.</p> <p>Prompts students to complete Self-Passing Challenges.</p> | <p>Self-Passing Challenges</p> | <p>DOK 1: What are the components of skill-related fitness? DOK 2: Which components affect Roundnet performance? Why? (provide evidence)</p> |
| <p>3 LEARNING TASK</p> | <p>Each group of 4 now picks up cones and replaces them with Spikeball® nets and balls. Nets are spaced with enough room for safe participation. Demonstrate basic bounce and catch. Prompt students to complete all Bounce & Catch Challenges.</p> | <p>Spikeball Bounce & Catch</p> | <p>DOK 1: Can you name & describe each bounce used in this activity? DOK 2: How does the angle at which the ball is thrown affect the way it bounces off off the net? DOK 3: How is a person's knowledge of each of these bounces related to their Roundnet performance?</p> |
| <p>4 EXIT ASSESSMENT</p> | <p>Students help to reset the activity area for the next class and then complete the lesson exit slip prior to getting ready to leave class.</p> <p><i>Exit slip question:</i> Can you develop a self-passing practice plan to do outside of class in order to improve 1 or more component of skill-related fitness? List at least 2 activities/drills along with the component of fitness targeted.</p> | | |