

SAMPLE LESSON PLAN

FOCUS  
OUTCOMES

- ✔ **Standard 1 [H1.L1-2]** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L1); Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L2).
- ✔ **Standard 2 [H1.L1]** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1).

FOCUS  
TARGETS

- ✔ **Skill:** I will demonstrate skill cues for under- and above-chest passing.
- ✔ **Cognitive:** I will define and use a minimum of 4 Roundnet academic language words in proper context.
- ✔ **Fitness:** I will remain focused and actively engaged in practice tasks.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors during all practice tasks.

ACADEMIC  
LANGUAGE

- ✔ Above-Chest Pass
- ✔ Below-Chest Pass
- ✔ Purposeful Practice
- ✔ Safety
- ✔ Stages of Motor Learning

SELECTED  
ASSESSMENT

- ✔ Holistic Rubric

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students enter the activity area, pair with another student, and immediately begin working on self-passing challenges using the challenge cards posted on Task Tents. When all students are active and ready, stop the activity, provide a hook using Spikeball® video footage, and cover skill cues.</p>	<p>Self-Passing Challenges</p>	<p><b>DOK 1:</b> How can you recognize a below-chest and above-chest pass?  <b>DOK 2:</b> How does the placement of a pass, spike, or serve affect the pass you would give?  <b>DOK 3:</b> How is the pass related to Spikeball® game play?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Partner Passing Challenge Cards are positioned on the opposite side of the task tent. Students turn cone, receive instruction, and then begin working.</p>	<p>Partner Passing</p>	<p><b>DOK 1:</b> What is a practice plan?  <b>DOK 2:</b> How can you apply the skills you've learned so far and today's drill in the development of a practice plan?  <b>DOK 3:</b> How is purposeful practice related to skill development?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Begin Selfie Spikes only if students are ready and prepared to move on from passing challenges. If appropriate, allow some students to continue with passing challenges, while others advance to selfie spikes.</p>	<p>Selfie Spikes</p>	<p><b>DOK 1:</b> What would you include on a list describing the pros and cons of hitting a Spikeball® with speed?  <b>DOK 1:</b> What would you include on a list of reasons why it is important to hit a Spikeball® accurately?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Present students with the expectations and criteria from the Holistic Performance Rubric.</p>		