

EPHE 122: Teaching Assignment

By: Lauren Montgomery-Stinson, Charlotte Junker, Haydn Thomas

This is a grade 10 PHE class with volleyball abilities ranging from playing on a school volleyball team to taking volleyball in PHE throughout middle and highschool. Therefore everyone has volleyball experience. The focus for this class will be on forearm and overhead passing, and the learning outcomes for this class are; knowing the technique of forearm and overhead passing as well as being able to perform them in a game like situation. This class is the first day of a 1 week volleyball unit. The unit would progress to spiking, serving, blocking, and rules of the game.

Lesson Plan:

Lauren

Warmup: 10 mins

2 laps of court with shuffle

Under the net volleyball:

- 2v2
- Regular volleyball rules
- Roll/ hit volleyball under the net
- Ball must pass the attack line before going out

Focus: 10 - 15 mins

Technique of overhead passing and demonstration

Setting/ Overhead Passing:

Make a triangle with touching index and thumbs together

Raise hands above head

Fingers only part of hand to contact ball

Use your legs

Charlotte Partner set practice. One partner throws the ball and the other sets back. Progressing to consecutive passes

- Perform 5 sets each before moving to consecutive passes

Lauren Bumping/ Forearm Passing:

Athletic stance

Straight arms

Hand position

Where on your arms you want to contact the ball

Aim the ball where you want it to go with your shoulders (face where the ball is coming from and angle to the target)

How to move from side to side

Charlotte

Partner bump practice. One partner throws the ball and the other bumps back. Progressing to consecutive passes

- Perform 5 bumps each before moving to consecutive passes

Charlotte

Set up for two shuttles to be running at the same time over the net

5 minutes: practice bumping and setting over the net

Competition: 1 shuttle is trying to complete 5 consecutive bumps and 5 consecutive sets before the other shuttle

Haydn

Game: Approx 15 min

2 timed scrimmages tbd until class ends

Must hit 3X and no spiking to get a point

Conclusion: 2 min

Static stretching - neck stretch, shoulder stretch, quad stretch, hamstring stretch, low/glute back stretch

Reflect: What were the key techniques of bumping and setting?

Did "under the net volleyball" help your movement in the games?

Did our warmups properly prepare you?

Reflection:

As a group we are happy with how our activities went overall. Firstly, we thought the warm up was received well from the class. During the first two laps of the court, all students were focused on practicing their shuffles and forward/back running. Then moving on to under the net volleyball students were having fun and it was an engaging way to get their hearts pumping. This game would be even more appropriate for the grade ten students in our EPHE class that may have not played volleyball since last grade's volleyball unit in PHE. Under the net volleyball would allow these grade ten students to start having fun, get warm and practice their volleyball movement without worrying about their technical skills just yet. When practicing our bumping and setting skills it worked well to have the partners start slow with just five passes one at a time to begin. Then after observing the class do these first few passes it worked well to give the class a general technical focus and then let them try continuous passing. This created strong class control. Our last activity was a volleyball game using only the techniques that we worked on in class (bumping and setting). In a PHE class, as the unit progresses to include spiking, blocking, etc., this drill could progress as well to include more technical skills. We thought that this was a great way to incorporate the skills that we had taught in class into a game-like situation.

Each component of our lesson plan was well planned and proportioned to last the full 40 minutes. Our group roles were well placed as we let Lauren take a strong role in demonstrating proper technique and volleyball specific warm ups due to her experience in the sport while Charlotte and Haydn managed the implementation of the activities and games. Throughout the games, we encouraged the communication that we learned from the previous group, which was an exceptional incorporation of the learned skills in today's class.

During our stretch and reflection period, we should have anticipated less participation. We found ourselves out of questions rather quickly and in hindsight, preparing more discussion questions would be beneficial.

In terms of skill and organization, our lesson was outlined for a grade 10 audience with previous experience in other PHE classes. Keeping the skill level of the class in mind, we thought that we did a good job at fully recapping and demonstrating proper technique to refresh the students' memories as they most likely had a long break since their last engagement. However we believe that due to the age range (15-16) that in a real life example their attention span and engagement would probably drift throughout the lesson. We planned for this shift in attention by having multiple different activities to keep students involved and interested in all activities.

Lauren, Charlotte, Haydn

March 10th

Critique

Our group is critiquing Av, Logan, and Connor. They were the first group to present on March 10 during class time in the Mckinnon gym. Their topic was communication and it was planned for a grade nine PHE class as the audience. The learning outcome for this class was to effectively communicate in a volleyball match.

We thought that communication was a unique topic to teach because it is not commonly taught but is a very important concept in volleyball. After running through a warmup, we participated in a drill where we were in groups of about 5 people and practiced passing the ball while communicating. We were first instructed to call “mine” prior to passing the ball and later moved to calling our own name, and the name of the person that we were passing to all while trying to pass the ball. This was a good drill to get students to start communicating. However, calling your own name and the name of the person that you’re passing to is too long to realistically say when making a pass in a volleyball game. Also, it would have been useful to explain that if you call the ball you have to go for the ball no matter what. Other players will be getting out of the way and if you second guess yourself after calling for the ball there is a high chance of losing a point (Douglas, 2016). Another tip that would have been beneficial would be explaining that the closest player to the incoming ball should not always get the ball. If it involves the closest player to the ball running backwards or hitting at an awkward angle it is usually best for the next closest player to call mine (Douglas, 2016). We then moved to a 3 on 3 game (or 4 on 4 on one court). Instead of serving, in this game, we initiated the play by tossing

the ball over the net into an area of open space. We were again instructed to call mine (or say your name) before playing the ball. We thought that initiating the game with a toss to an open area of the court was beneficial because in a Grade 9 PHE class, their serving may not be very consistent. After playing small sided games, we played a game of 6 vs. 6. Since we had more than 12 people in the class, the instructors did a good job of including players that were off by asking them to referee or coach their team.

The instructors did a good job of using the BOPPPS model of instruction. They started the class by establishing the relevance of the activity (Bridge-In). For this lesson, the emphasis was placed on why communication is important in volleyball. They also clearly articulated what the learning outcome of the lesson was. The pre-assessment was either missed, or not done very obviously because we did not notice any recall or reviewing of prior knowledge. Participatory Learning, however was done very effectively because students were actively involved throughout the whole lesson. Post-assessment was also done as a reflection period at the end of the session while students were stretching. A summary of the main points of the lesson, and how the lesson ties in with a series of other classes was missed.

Overall, the presenters had a good understanding of the importance of what they were teaching, and how they were going to teach it. It was obvious that they had thoroughly and thoughtfully planned their lesson. However, it seemed like they were not very interested in their lesson because they were somewhat quiet when addressing the class and seemed to have low energy in general. That being said, Av, Logan, and Connor did a good job of planning their lesson, and effectively used the BOPPPS model of instruction. Their lesson was properly suited to their targeted audience of Grade 9 PHE.

References

Douglas, A. 2016. Communication in Volleyball. Available from Pakman Volleyball Website,

<https://www.pakmen.com/communication-in-volleyball/>

BOPPPS Lesson Planning, n.d. Available from,

https://coursespaces.uvic.ca/pluginfile.php/2252861/mod_resource/content/1/BOPPPSInfoGraph

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