

LESSON PLAN

Subject: Volleyball forearm pass

Teacher: Ho Suk Ching

Class: S1A

No. of students: 32

Teaching Time: 65 mins

Objectives: Psychomotor: Perform forearm pass to designated area (standing and moving)

Cognitive: Students can tell the main points of motion in forearm pass

Affective: Collaboration skills (communication and cooperation)

Time	Activities	Teaching points / Instruction	Tools / IT
5'	Running	<p>SETTING THE CONTEXT</p> <p>Run around the playground:</p> <ul style="list-style-type: none"> run forward on the baseline, use side step to travel forward on the sideline same as (1), but reverse direction when teacher blows the whistle. 	Video player, projector
5'	Stretching	Wrist Rotation and Flexion, Triceps Stretch, Side Stretch, Seated Hamstring Stretch, Elbow Knee Touches	
5'	Motivation	<p>Teacher plays a video clip of our school volleyball team in an inter-school volleyball competition in which teammates demonstrated good forearm pass skills.</p> <p><i>Showing the video is good – I think showing the school team is very positive. The only thing I would suggest is that you also point out what “good communication” is and what “good offensive skills” are because you have separated offensive skills from good passing skills so as a student I would like this to be explained more carefully. Are good offensive skills about where you are standing on the court, whether you are paying attention or not, and your body is prepared or not? Or are there other things?</i></p> <p>Questioning: Apart from good communication and offensive skills, what is the main reason leading to our victory in this match? Why didn't we lose a point when the opposing team spikes or serves in the match (our team performs a good pass)</p> <p><i>Perhaps you could say to the students that you think there are 3 reasons why the team won the match. Two reasons are: good communication and good offensive skills. Then ask them what the third reason is so they know that they should focus on something that is NOT communication etc.</i></p> <p>Teacher explains that the forearm pass (bump, dig) is used to return a ball that is received at or below the waist. It is commonly used to return a free ball, or receive a hard spike and serve. Good pass to the setter during a match is expected.</p> <p><i>Demonstrate to your students who the server and the setter are, and what a serve, spike and free ball are.</i></p>	
10'	Demonstration by teachers	<p>MODELLING AND DECONSTRUCTION</p> <p>Teacher presents the forearm pass, emphasizing the skill and teaching cues.</p> <p><i>Perhaps use the wiki video on bumping a ball.</i> https://www.wikihow.com/Bump-a-Volleyball</p> <p>Teacher demonstrates by using guiding questions:</p> <ol style="list-style-type: none"> Where should my knees and waist be at the ready stage? What do I do with my knees while passing? How can I keep my elbows straight? How do I know if I have completed a good pass? <p>Students follow the teacher and practise each action.</p>	<p>Write key points on board</p> <p>Ready position</p> <ul style="list-style-type: none"> forward-backward stride bent knees and waist <p>Contact the ball</p> <ul style="list-style-type: none"> forearms, wrists and elbow straight arms parallel to the floor contact between wrist and elbows on a flat platform extended knee upward motion <p>Follow through</p> <ul style="list-style-type: none"> direction of intended flight point shoulder to the target
5'	Pair work (without volleyball)	<p>GUIDED CONSTRUCTION</p> <p>Students take turns to perform the pass (without the volleyball) and instruct their partner using some guiding questions from the teacher – slightly different from the questions used in the Modelling & Deconstruction stage.</p> <p>Guiding questions:</p>	

		<ul style="list-style-type: none"> • Where should your knees and waist at the ready stage? • Where should your legs be before and after passing? • Where are your arms when contacting the ball? • Where should your shoulder be after passing? 	
10'	Skills practice (with volleyball)	<p>INDEPENDENT CONSTRUCTION</p> <p>Pairs of students stand 12 feet from a wall and bump a self-tossed volleyball with the forearm pass, aiming above an 8-foot line on the wall. With a partner, student 1 tosses the volleyball to student 2, who then bumps the volleyball back to student 1.</p>	
10'	Skills analysis	<p>GUIDED CONSTRUCTION</p> <p>Teacher chooses 3 students with different levels to perform the forearm pass. Other students need to compare the effectiveness of the pass, and tell what is the different between their postures.</p> <p>Students practice again after discussion.</p>	
10'	'Keep it up' game	<p>INDEPENDENT CONSTRUCTION</p> <p>Divide the class into circles of six players, each circle with a volleyball. On a signal, the teams use forearm passes to send the volleyball to each other, keeping the ball in the air without touching the ground.</p>	
3'	Warming down	Stretching and deep breathing	
2'	Conclusion	Review and discuss with students the content of the lesson. Ask them to tell the skill cues and perform the forearm pass without ball one more time before dismissal.	