

## FISTBALL LESSON PLANS *LESSON #10*

**NPE Standard:** 1: Competency in a variety of motor skills & movement patterns.

### **Equipment Needs:**

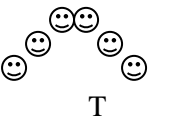
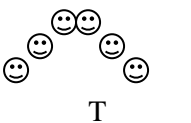
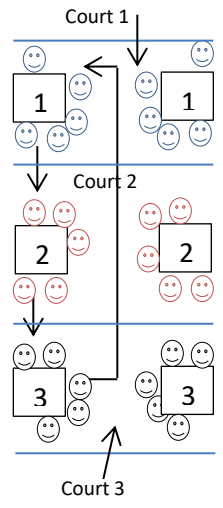
- 1 copy of “Skill Testing Assessment Sheet” per student
- Each student’s Pre test scores from Lesson #1
- 1 copy of “Fistball Skill Test Teacher’s Set Up And Grading Procedures” for the teacher From Lesson #1
- 2 copies of the set of 3 “Skill Testing Station Cards” From Lesson #1
- Total of 34 point number/score cards From Lesson #1 (Taping point numbers on the cones helps give them a high visual target to aim at in order to get the most points as well as provides them with immediate performance feedback). Needed are: #1 = 6 cards; #2 = 4 cards; #3 = 12 cards; #4 = 8 cards; #5 = 4 cards (Numbers and placement diagram are on pages 18-25)
- 1 pencil per student
- 100’ Tape measure
- 16 or more volleyballs/Fistballs (2 at each station)
- 15 X 2 polyspots (Each station has 5 positions. Polyspots help students know where to stand)
- 3 volleyball/fistball courts
- 3 volleyball/Fistball nets
- 12 standards (poles)
- 6 Plastic hoops (to coral volleyballs)
- 1 roll of Painters tape (to tape the station cards, and make point lines/targets on the floor)
- 2 X 66’ ropes (for Station 2)
- 2 X 10’ ropes (for Station 3)
- 34 small Cones

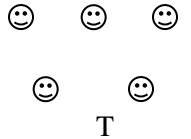
### **Equipment Needs (Optional):**

- 1 clipboard per student (to write assessment data on)
- iPod/Music system/music (to be played in the background during the activity to motivate students)

### **Additional Information:**

- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students:
  - a. Take a written test on line.
  - b. Complete the “Skill Testing Assessment Sheet,” at home, so they can use a word processor & a spreadsheet to create a data results table.
- **LITERACY INTEGRATION:**
  - a. Students reading “Skill testing assessment sheet.”
  - b. Taking a written test on Fistball knowledge (Teacher creates based on the information provided throughout the curriculum).
- **MATH INTEGRATION:**
  - a. Performing math functions by calculating the difference between pre-test and post-test scores.
  - b. Telling students to answer the question on drawing a data chart with scores from pre & posttest.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #10 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-10 min		<p><b><u>Recreational Fistball History, Rules and Information</u></b></p> <ul style="list-style-type: none"> <li>○ Students sit in semi-circle around teacher.</li> <li>○ Give back/review graded Lesson #9 assessment. Students take assessment home or place in portfolio.</li> <li>○ Review student’s Lesson #1 pre-test scores.</li> <li>○ Ask students if they have any questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have students read the Lesson 9 assessment answers in class (LITERACY).</li> <li>○ Place assessment to the side to be picked up at the end of class or placed in portfolio.</li> </ul>	
5-10 min		<p><b><u>Review Task Cards/Skill Test Stations:</u></b></p> <ul style="list-style-type: none"> <li>○ Students sit in semi-circle around teacher.</li> <li>○ Read/discuss/review “Skill Testing Assessment Sheet”.</li> <li>○ Remind/Show/Demonstrate every station/skill tested &amp; how to record scores.</li> <li>○ There are 3 stations. To maximize participation, there are 2 stations for each skill test. <b><u>Station 1:</u></b> Serve; <b><u>Station 2:</u></b> Direct blow (bump); <b><u>Station 3:</u></b> Set (Indirect)</li> <li>○ Place students into teams of 5 students.</li> <li>○ Ask students if they have any questions.</li> </ul>	<p><b><u>Modification:</u></b> For younger students, perform 1 station 1 day, &amp; other 2 stations next day.</p>	
40 min		<p><b><u>Perform Skill Test Stations:</u></b></p> <ul style="list-style-type: none"> <li>○ The class organization picture depicts the station task card/skill test set up.</li> <li>○ There are 3 courts set up.</li> <li>○ There are 3 stations on each side of the gym (one for each side of the court).</li> <li>○ 1 group of 5 students at each station.</li> <li>○ On the teachers signal to start, each group will perform the station skill task, reading from the task card &amp; the “Skill Testing Assessment Sheet.”</li> <li>○ Students have @ 12 minutes to finish each station before rotating (student given 30 sec to rotate &amp; 2 min to read task card/familiarize w/station) to next station (rotation shown in the organizational picture).</li> <li>○ Station 1 on left side stays on left side &amp; moves to 2, 2 moves to 3, 3 moves to 1. Same for students on the right side, staying to right side.</li> <li>○ While students are skill testing, the teacher completes the “Skill Test Rubric” on students.</li> <li>○ Ask students if they have any questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Play music during the test.</li> </ul>	<ul style="list-style-type: none"> <li>○ Score accurately (don’t inflate/ Deflate scores).</li> <li>○ I’m watching &amp; evaluating you (using “Skill Test Rubric”). I’ll check accuracy between your score &amp; mine. If inaccurate, you receive a zero &amp; will retake the test.</li> </ul>

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #10 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5 min		<p><b><u>Closure and Assessment</u></b></p> <ul style="list-style-type: none"> <li>○ Tell the students sit scattered in general space close to the teacher (or semi-circle/“U” formation).</li> <li>○ Review handout “Skill Testing Assessment Sheet” with students (how did they do this time compared to their pre-test scores)</li> <li>○ Collect “Skill Testing Assessment Sheet” making sure students have names at the top of the sheet.</li> <li>○ Collect pencils (and clipboards if they were used).</li> <li>○ Ask if the students have any questions.</li> </ul>	<p><b><u>Extension:</u></b></p> <ul style="list-style-type: none"> <li>○ Perform additional math functions for older students: Find Mean, median, mode; standard deviation, etc.</li> </ul>	

**Lesson Reflection/Notes:**

**SKILL TESTING ASSESSMENT SHEET POST TEST**

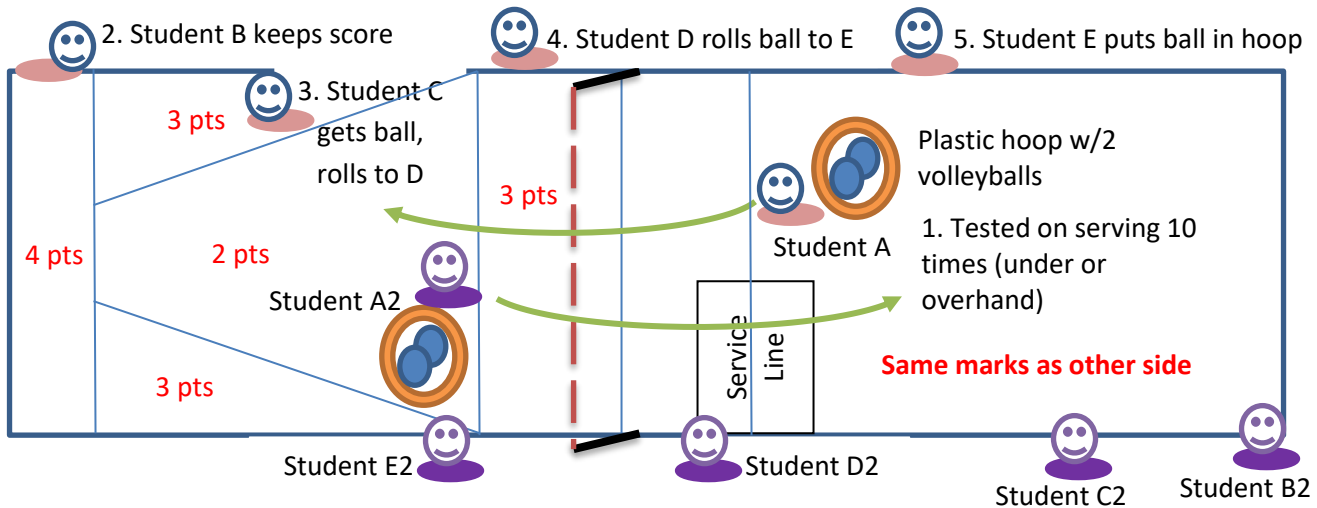
Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**To the students:** Follow directions on this assessment sheet & station card. Remember to answer the questions on page 4. Ask the teacher questions.

**STATION 1: SERVE (Under/overhand)**

Student A (Being tested) stands behind serving line & serves 10 times using the correct Fistball overhand or underhand serving technique (Throw ball up in air, contact ball with fist, keep one foot behind serving line). [Student A2 demonstrates the position where the other group stands].

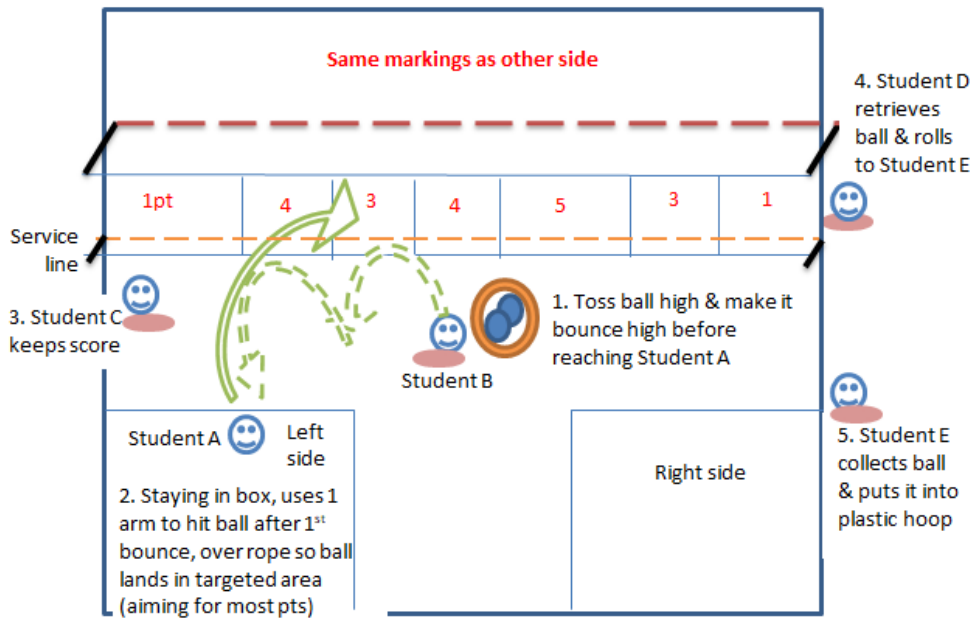
1. A ball contacting/going under/does not reach the net or lands out of bounds, is scored zero.
2. A ball landing on a line scores the higher value.
3. After Student A serves, Student B keeps score, Student C gets the ball and rolls it to Student D, who rolls the ball to Student E. Student E places the ball back in the plastic hoop.
4. Student A continues to serve until all 10 trials are completed.
5. Rotate clockwise (like the collection of the ball) where Student A goes to Student B's spot, Student B goes to Student C's spot, Student C goes to Student D's spot, Student D goes to Student E's spot, Student E goes to Student A's spot (serving).



<u>Trial</u>	<u>Points</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
<b><u>TOTAL POINTS</u></b>	

**STATION 2: DIRECT BLOW [Ball does NOT bounce]**

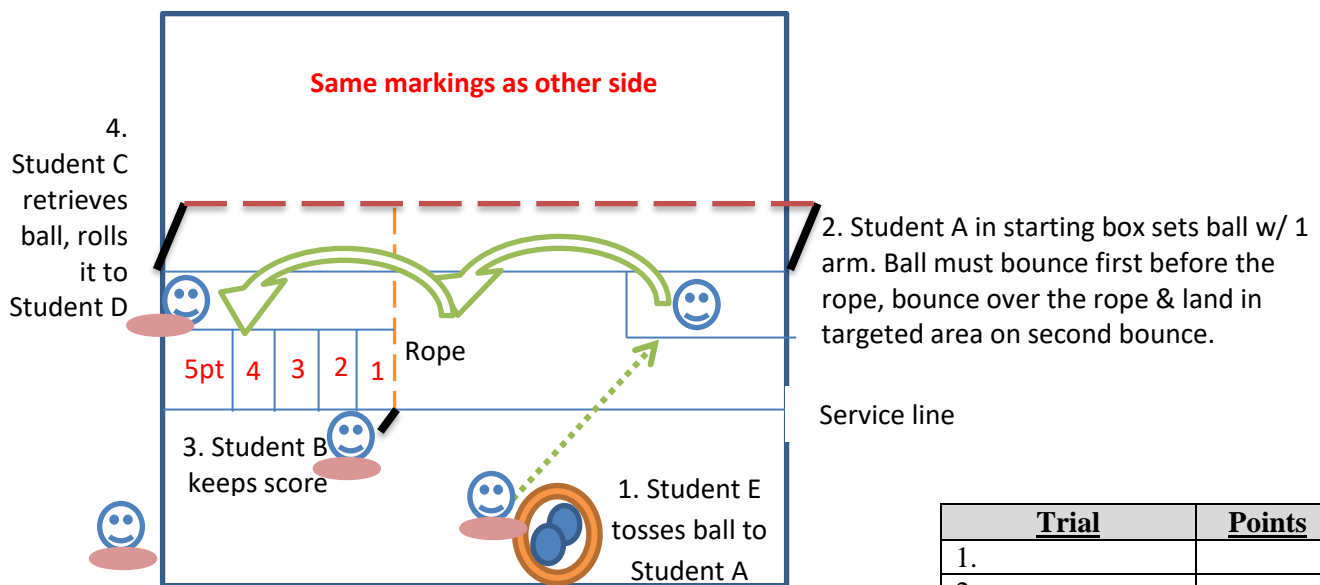
1. Student A (Being tested) stands in one of the 2 passing positions (Left or Right [refer to diagram]).
2. Student B stands on the polyspot & uses both hands to toss the ball high to Student A (who is standing in one of the 2 passing positions).
3. The ball should bounce once before reaching Student A.
4. Student A performs the bump skill.
5. Student C stands by the rope/target area watching where the ball lands/keeps score.
6. Student D retrieves hit ball and rolls it to Student E.
7. Student E replaces ball in plastic hoop for Student B to toss.
8. Poor tosses are repeated and do not count toward the score.
  - a. Zero points are given for:
    - i. Illegal hits (2 arms, hit other than with fist),
    - ii. Balls that go under/contact the rope,
    - iii. Cross the rope but land anywhere other than the targeted area.
9. Balls landing on the line earn the higher value.
10. 10 trials are given:
  - a. 5 from the right
  - b. 5 from the left
11. Rotate clockwise where Student A goes to Student B's spot, Student B goes to Student C, Student C goes to Student D, Student D goes to Student E, Student E goes to Student's A's spot (blow).



<b>Trial</b>	<b>Points</b>
<b><u>RIGHT SIDE BOX SERVES</u></b>	
1.	
2.	
3.	
4.	
5.	
<b><u>LEFT SIDE BOX SERVES</u></b>	
6.	
7.	
8.	
9.	
10.	
<b><u>TOTAL POINTS</u></b>	

**STATION 3: SET (INDIRECT [Ball bounces])**

1. Student "A" (being tested) waits in the box (refer to diagram) for the tosser (Student "E") to perform 10 underhand direct (A ball that does NOT bounce) tosses (1 at a time) from the diagram position.
2. After receiving a tossed ball from Student "E", Student "A" SETS the ball INDIRECTLY.
3. Poor tosses may be repeated.
4. A score of "0" is recorded for:
  - a. Illegal contact (Using any other part of the arm other than the forearm [or other body part]).
  - b. Double contacts (using both arms).
  - c. Balls not bouncing before going over the rope.
  - d. Balls going under or contacting the rope.
  - e. Balls going over the net (& into other group's playing area), or landing anywhere other than the targeted area.
5. Student "B" stands where the rope & service line intersect making sure the ball goes over the rope & watches & scores where the ball landed in the table below.
6. Student "C" retrieves the ball and rolls it to student "D".
7. Student "D" replaces ball in plastic hoop for Student E to toss.
8. Rotation is counter-clockwise with: Student A moves to Student B's position; Student B moves to Student C's position, Student C moves to Student D's position; Student D moves to Student E's position & Student E moves to Student A's position.



4. Student C retrieves ball, rolls it to Student D

2. Student A in starting box sets ball w/ 1 arm. Ball must bounce first before the rope, bounce over the rope & land in targeted area on second bounce.

3. Student B keeps score

1. Student E tosses ball to Student A

5. Student D replaces ball in plastic hoop for Student E to toss

<u>Trial</u>	<u>Points</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
<b>TOTAL POINTS</b>	

	<u>Pre-Test Scores</u>	<u>Post-Test scores</u>	<u>Difference (+ or -)</u>
<u>Serve</u>			
<u>Bump</u>			
<u>Set</u>			

Answer the following questions based on the above data:

1. Which skill did you improve on the most?
2. Which skill still needs to be practiced?
3. Draw a graph of the results.