

FISTBALL LESSON PLANS **LESSON #3**

NPE Standard: 4. Exhibits responsible personal & social behavior that respects self & others.

Review: The Indirect (Bounce) Closed-Fist Pass

Teach: The Direct (no Bounce) Closed-Fist Pass

Equipment Needs:

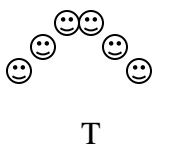
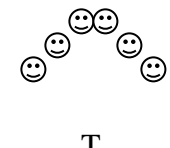
- 6 volley/Fistballs
- 30 polypots
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 1 copy of “There is no ‘I’ in Team Assessment,” per student
- 1 copy of “The Fistball Closed-Fist pass...” from Lesson #2 (from student’s portfolio) or give to each student
- Projector/screen to watch Fistball videos:
 1. **Basic stance** (0:40):
<https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=1>
 2. **Hitting the ball up** (0:40)
<https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=2>
 3. **Defense** (0:44): <https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGlAArkfbypa877GvRAQzKm&index=4>

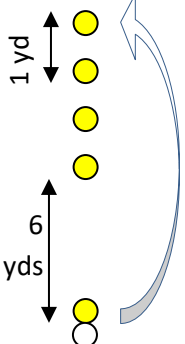
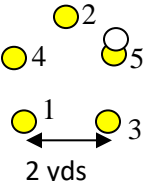
Equipment Needs (Optional):

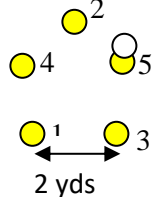
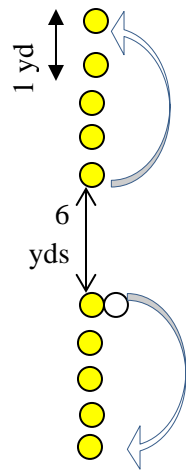
- 1 clipboard per student (to write assessment data on)
- 6 iPad/laptops (1 at each station) for students to view video of skill being performed.
- iPod/Music system/music (to be played in the background during the activity to motivate students)

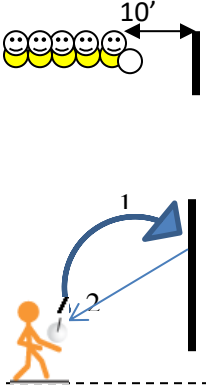
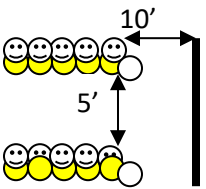
Additional Information:

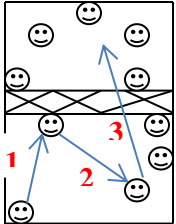
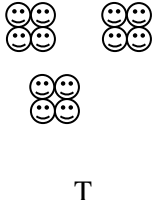
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students
 - a. Watch the videos before coming to class.
 - b. Perform “Personal and Social Responsibility Assessment,” at home using word processing software.
 - c. Watch the videos at each station to remind students how to perform skill.
- **LITERACY INTEGRATION:** Students can read the handout aloud.
- **MATH INTEGRATION:** Math is integrated by: (a) awarding/keeping points, & (b) awarding different points for different skills (higher points awarded to difficult skills).

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 1 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5 min		<p><u>Lesson # 2 Review</u></p> <ul style="list-style-type: none"> ○ Students sit in semi-circle formation around the teacher. ○ Use portfolios/give students “The Fistball Indirect (Bounce)/Direct (No Bounce) Closed-Fist Pass” to review. ○ Review Lesson #1 & 2 with students answering questions related to: <ul style="list-style-type: none"> • Fistball history/background/Rules • Performing the Indirect Pass (What’s the skill’s name [Answer: closed-fist pass], steps to perform it, perform skill INCORRECTLY with students correcting performance, perform skill correctly, etc.). ○ Give back/review graded Lesson #2 assessment. Students can take assessment home or place in portfolio. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ Students answer questions verbally &/or physically demonstrate skills ○ Place lesson 2 assessment in portfolio or to the side 	
5-7 min		<p><u>Direct (No Bounce) Closed-Fist Pass:</u></p> <ul style="list-style-type: none"> ○ Students stay seated in semi-circle formation around the teacher. ○ Explain the Direct closed-fist pass is the same as Indirect, but the ball does NOT bounce before being touched. ○ Show the Direct Closed-Fist Pass performed (Lesson #2 videos): <ul style="list-style-type: none"> • Basic stance (0:40): https://www.youtube.com/watch?v=M6gHRoKDEOQ&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=1 • Hitting the ball up (0:40) https://www.youtube.com/watch?v=dr0pjLfJgS8&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=2 • Defense (0:44): https://www.youtube.com/watch?v=sqk8ep-GqBU&list=PLHqfko9emlrGIAArkfbya877GvRAQzKm&index=4 ○ Students read “The Fistball Closed-Fist Pass...”. ○ Demonstrate skill using student volunteer: <ul style="list-style-type: none"> • Teacher tosses ball to student @ 10 yds away. <p style="text-align: center;">(Continued)</p>	<ul style="list-style-type: none"> ○ Perform Flipped Learning (see lesson #1). (TECH) ○ Students read handout before or in class (LIT). ○ Handout to side. ○ Intermediate Skill Direct pass, plus ○ Body wt. shifts from back to front leg in forward motion during contact/pass ○ Direct ball with forearm to target ○ Legs extend forward, toward target 	<ul style="list-style-type: none"> ○ Same arm/ leg tech ○ Contact (1 forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/don’t swing) ○ Call ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 2 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
		<p><u>Direct (No Bounce) Closed-Fist Pass (continued)</u></p> <ul style="list-style-type: none"> • Student performs the direct closed-fist pass back to the teacher (the ball is hit high into the air and reaches the teacher with NO BOUNCE). <p>○ Ask students if they have questions.</p>		
4-7 min		<p><u>Keep It Up Drill Part I:</u></p> <ul style="list-style-type: none"> ○ Place 4 polypots one behind the other approximately 1 yard (1 yd = @ 1step) apart on each court. ○ Place the 5th polypot 6 yards in front of the first polypot. Place a fistball on this polypot. ○ Divide students into 6 teams placing each team on a ½ court, with each student standing on a polypot. ○ The student standing on the 5th polypot underhand tosses the ball to the first student in line. ○ The first student in line performs the direct (NO bounce) pass back to the tosser (The student hits the ball high into the air with one arm, tosser catches ball without the ball bouncing). ○ Tossers place ball on ground. Players rotate positions: the tosser rotates to the back of the line, the closed-fist pass student becomes the tosser, & everyone in line moves up one position. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Easier/Harder:</u> Move 5th polypot closer/further away ○ <u>Extension:</u> 1 point awarded for every successful pass (the tosser catches the ball no more than 1 step in any direction)(MATH) ○ <u>Harder:</u> 1 pt. awarded when tosser catches ball while keeping one foot on the polypot ○ <u>Harder:</u> Perform drill as one movement: Don't stop with ball on ground after play. Have students change positions so touching the ball is continuous (HINT: ball must be hit high into the air to give players time to get into positions). ○ <u>Extension:</u> Increase practice time by reducing how many students in line. 	<ul style="list-style-type: none"> ○ Same arm/leg technique ○ Contact (1 arm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/don't swing) ○ Call ball
4-7 min		<p><u>Keep It Up Drill Part II:</u></p> <ul style="list-style-type: none"> ○ 5 polypots in a circle @ 2 yards apart on each court. ○ Student with ball starts game by throwing it high into the center of the circle. <p>(Continued)</p>	<ul style="list-style-type: none"> ○ <u>Easier:</u> Allow indirect/direct hits ○ <u>Harder:</u> Pt given when skill performed w/1 foot on polypot. ○ <u>Harder:</u> # players 1 to 5. Perform direct bumps in consecutive order (e.g. # "5" throws ball high into 	<ul style="list-style-type: none"> ○ Same cues as above ○ Call for the ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 3 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
		<p><u>Keep It Up Drill Part II (Continued):</u></p> <ul style="list-style-type: none"> ○ The team attempts to keep the ball in play using only the <i>direct</i> closed-fist pass, among team members (the ball can NOT bounce). ○ Score 1 point for each successful direct pass. ○ Play continues until a foul is committed. Fouls include: <ul style="list-style-type: none"> ▪ A player hitting the ball twice in succession. ▪ Letting the ball bounce before being passed again. ○ When a foul is committed, the current game stops & a new game starts (including zero pts), with the team trying to beat their top score (or the class/grade/school top score. Keep a CHART to integrate MATH). ○ Ask students if they have any questions. 	<p>circle's center. # "1" directly bumps the ball, then # "2," etc.</p> <p>HINT: # must be opposite each other in circle (diagram in "Class Org"). Count 1 pt. for each successful consecutive direct pass. When missed, out of play, hits the ground, or touched by a player other than next in succession, play stops. The team starts play again, with 0 pts, to break top score</p> <ul style="list-style-type: none"> ○ Harder: Add a 2nd ball half way through the cycle 	
4-7 min		<p><u>Keep It Up Drill Part III:</u></p> <ul style="list-style-type: none"> ○ Place polypots in 2 lines of 5, one behind the other with 6 yards between the first polypots on each court. ○ One student per polypot. ○ The student with the ball underhand tosses it to the first player on the opposite side. ○ The first player: directly closed-fist passes the ball back to the first person in the other line, making sure the ball is hit high into the air before reaching the first player, runs to the back of the line, with everyone in the line moving up one position on the polypots. ○ The player receiving the direct passed ball, directly passes the ball to the next person in the opposite line, & rotates to the back of the player's team line, etc. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ Extension: Keep score to see how many consecutive bumps the group can make without the ball hitting the ground. That is, keep score for each: (a) complete bump or (b) full rotation (MATH) ○ Harder: Instead of running to the back of team's line, run to the back of the opposing team's line. ○ Harder: Continue the game even after the first complete rotation. 	<ul style="list-style-type: none"> ○ Remind students to "Call the ball" calling off other players before contacting the ball (e.g. "I have it!") This decreases miscommunication during play)

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 4 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-10 min	<p>1 Team play</p>  <p>Team competition play</p> 	<p><u>Volley Game:</u></p> <ul style="list-style-type: none"> ○ Create 6 teams (5 students per team), 1 team per court. ○ Teams stand in single file @ 10 feet from the wall (place a polyspot at the 10' mark). ○ Place a ball at the first polyspot. ○ Play begins with Player 1 throwing the ball against the wall & with enough force, the ball bounces high on the wall & back to the first player so in order to perform the fistball direct bump (with one arm), with the ball hitting the wall again. ○ After bumping the ball, Player 1 immediately runs to the back of the team's line. ○ Team players must quickly rotate up one position to be ready to continue play (i.e. bumping the ball after it bounces off the wall but before it bounces on the ground). ○ After the ball bounces off the wall (1) Player 2 bumps the ball against the wall (2) & runs to the back of the line. ○ Play continues until a foul is committed. Fouls include: <ul style="list-style-type: none"> ○ Player failing to return ball up against the wall. ○ Failing to make ball playable for the next player. ○ When a foul occurs, the player committing the foul is given the first letter in the word "Fistball." (Or a word of choice). ○ A player accumulating all letters to spell "Fistball," is given 1 point & play continues. (LITERACY) ○ The person with the fewest points "wins." ○ Ask students if they have questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Use another polyspot, cone or tape line signaling whether the ball is playable or not (if before line it was unplayable). ○ <u>Easier:</u> Allow indirect/direct touches. ○ <u>Easier/Harder:</u> Decrease/Increase distance between wall & first polyspot. ○ <u>Easier/Harder:</u> The word being spelled. <u>Easier:</u> Omit altogether. <u>Harder:</u> Use fewer letter words (students play more games) (LITERACY) ○ <u>Extension:</u> give pts to successful direct bumps. ○ <u>Extension:</u> Teams compete against each other (make sure there is 5' between teams for safety) with the fouling team receiving a letter (rather than an individual). The team with the fewest points wins. This aids in teamwork & making bumps playable. 	<ul style="list-style-type: none"> ○ Same arm/ leg technique ○ Contact (1 arm, forearm, fist closed) ○ Knees (bent) ○ Legs (extend when arm contacts ball) ○ Arms (stay still/ don't swing) ○ Call for the ball

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #3 (Page 5 of 5)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
8-15 min		<p><u>Three and Over Game:</u></p> <ul style="list-style-type: none"> ○ Create 6 teams. Place each team on one side of a court. ○ Start with student tossing ball over the net to the other team. ○ 1 pt. if a team directly passes (& only directly passes) the ball 3 times before returning it over the net. ○ Fouls include: <ul style="list-style-type: none"> ○ Any ball hit that is not an indirect closed-fist pass. ○ A ball sent over the net before the third hit. ○ A ball hit out of bounds. ○ A ball (or person) hitting the net. ○ A person hitting the ball twice in succession. ○ Scoring is ongoing: 1 pt. every time the ball is indirectly passed 2 times & goes over the net on the third pass. ○ The first team scoring 15 pts wins. ○ Ask students if they have any questions. 	<ul style="list-style-type: none"> ○ <u>Easier:</u> Allow 2 hits in succession by a player. ○ <u>Easier:</u> Continue play even if a foul is conducted. No pts are awarded. 1 pt. is only given for complete direct passes by a team. ○ <u>Easier:</u> Use rally scoring to speedup game ○ <u>Easier:</u> Expedite scoring by having each successful direct pass count as a point ○ <u>Harder:</u> Direct pass ball to every teammate (not just 3) before ball goes over the net 	
6 min		<p><u>Closure and Assessment</u></p> <ul style="list-style-type: none"> ○ Students sit in grps of 5 in general space. ○ Review the lesson: <ul style="list-style-type: none"> ● Cues for the Direct closed-fist Pass ● Let a student perform the skill & the class make corrections ○ Distribute one “There is no ‘I’ in Team Assessment” & a pencil to each student. ○ Review the handout with the students. ○ Students complete assessment for the remainder of the period. ○ Let the student know when they have 1-2 minutes left to complete the assessment form. ○ Collect assessments/pencils at the end of the period. ○ Ask if the students have any questions. 	<ul style="list-style-type: none"> ○ Perform assessment as a homework assignment if there is no time to complete it in class. 	

Lesson Reflection/Notes:

There is No "I" in Team Assessment

Name:

Class:

Date:

Directions: Answer the following 5 questions (1) NEATLY, (2) in full sentences ([3] include at least 3 sentences for each question), regarding you & your team’s performance during the activities played today: (1) Keep it up (in a circle) (2) Volley Game (Ball against wall) (3) Three & over (3 bumps & over net). Use the back of the paper if needed. Your grade is based on the rubric below. You need a 60% to pass.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Answered questions fully	Did not answer questions in full sentences	Some questions answered fully	Most questions answered fully	All questions answered fully
Total sentences created for all 5 questions	0-4	5-9	10-12	13-15
Correctness (including 3 full sentences for each question)	0 or 1 answered correctly	2 are answered correctly	3 are answered correctly	4 or more are answered correctly
Neatness	Not legible	Neat	Very neat	Extremely neat
Spelling/grammar	Many errors	Some errors	Very few	No errors

0-11: F (0-59%); 12-13: D (60-69%); 14-15: C (70-79%); 16-17: B (80-89%); 18-20: A (90-100%)

1. Give 1 example how your team supported you during the activity.

2. Give 1 example (different than the answer above) how you supported the team.

3. Give 1 example of what you and the team did when successful.

4. Give 1 example of what you and the team did when not successful.

5. Give 1 example how you helped each other when mistakes were made.