

## FISTBALL LESSON PLANS *LESSON #9*

**NPE Standard:** 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Review:** Lessons 1-4: (1) Rules, history; (2) Indirect (Bounce) Pass; (3) Direct (No Bounce) Pass; (4) Indirect (Bounce) Set; (5) Direct (No Bounce) Set; (6) Fistball Physics; (7) Underhand/overhand serve; (8) Defense and Return

**Teach:** Tournament play

### **Equipment Needs:**

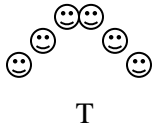
- 3 volley/Fistballs
- 1 pencil per student
- 3 volley/Fistball courts
- 3 volley/Fistball nets
- 6 standards (poles)
- 1 copy “Value of physical activity,” per student
- 1 copy of “Fistball Defense and Returns,” for students absent for Lesson #8
- 3 copies of “Team Members” posted in gym/locker room so students know their team ahead of time
- 1 copy “Tournament Schedule” for the teacher (post on wall for students)
- 1 roll of painters tape (Put up tournament schedule; team members)

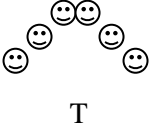
### **Equipment Needs (Optional):**

- 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 Lesson #8 “Additional Information” section regarding tournament play.
- Please refer to “Teaching Tips.”
- **TECHNOLOGY INTEGRATION:** Have students:
  - a. Perform “Assessment Sheet,” at home using word processing software.
- **LITERACY INTEGRATION:** Students can read aloud from handout. Words that are Bold, capitalized, underlined, highlighted in yellow, and italicized are **VOCABULARY** words (LITERACY/CORE).
- **MATH INTEGRATION:** Math is integrated by awarding/keeping points.

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #9 (Page 1 of 2)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
5-10 min		<p><b><u>Lesson # 1-8 Review:</u></b></p> <ul style="list-style-type: none"> <li>○ Students sit in semi-circle formation around the teacher.</li> <li>○ Give “Fistball Defense and Returns” handout (lesson #8) to absent students to put in portfolio.</li> <li>○ Review Lesson #1-8 information/skills: (1) students answer questions; (2) demonstrate skills correctly &amp;/or with errors so students correct errors: <ul style="list-style-type: none"> <li>● <b><u>Serve questions:</u></b> <b>Purpose:</b> (1) Start the game/point, (2) Distract opponent's offense; <b>Importance:</b> Only time team scores; <b>Types:</b> (1) Underhand, (2) Overhand, (3) Jump; <b>Rules:</b> (Lesson #1 handout); <b>Performance</b> (demonstrate under/overhand skills correctly &amp;/or with errors so students correct errors).</li> <li>● <b><u>Defense:</u></b> <b>Purpose:</b> Prevent opposing team scoring; <b>When playing defense, are you responsible for a defensive area or one precise spot on the court?</b> <b>Defensive area;</b> <b>What does the defensive position look like:</b> contact ball with forearm, thumb on outside of fist, use a low to high body movement, spring up straightening knees (moving from low to high level), Arm moves with the body, Ball is hit with same arm/same leg technique</li> <li>● <b><u>Returns:</u></b> <b>Is it an offensive or defensive strategy?</b> <b>Offense;</b> <b>List other offensive skills:</b> Serve, set, pass; <b>Purpose:</b> Get ball over net that’s confusing to opponent &amp; winning a point for your team; <b>Types:</b> direct, indirect; <b>How:</b> Team touches ball up to 3 times on own side during rally, with the third touch RETURNING the ball over the net (if the previous two touches did not do so); <b>What does the defensive position look like:</b> setter sets the ball near the net, Bow &amp; Arrow arms, Non-dominant arm raised in front of body for <b>COUNTER-BALANCE</b>, dominant arm raised with elbow bent &amp; forearm behind back with hand above ear, Knees are slightly bent, make a fist, dominant hand/arm extends overhead to touch ball, contact the ball between bottom &amp; middle, using fist (giving it height) with non-dominant arm dropping to the side of the body, Direct ball with fist keeping knuckles flat; <b>Why keep knuckles flat?</b> A flat surface makes it easier to direct the ball. Uneven surface means little/no ball control</li> </ul> </li> <li>○ Give back/review graded Lesson #8 assessment. Students take assessment home or place in portfolio.</li> <li>○ Ask students if they have questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students answer questions verbally &amp;/or demo each skill cue</li> <li>○ Place lesson 7 assessment in portfolio or to the side</li> </ul>	<p><b>Pass/Bump/ Defense</b></p> <ul style="list-style-type: none"> <li>○ Same arm/leg</li> <li>○ Contact (forearm, fist closed)</li> <li>○ Knees (bent)</li> <li>○ Legs (extend when contact ball)</li> <li>○ Arms (stay still)</li> <li>○ Call the ball</li> </ul> <p><b>Serve:</b></p> <ul style="list-style-type: none"> <li>○ Weight back</li> <li>○ Ball in non-hit hand</li> <li>○ Hit arm back</li> <li>○ Toss ball in air</li> <li>○ Wt. shift to front ft</li> <li>○ Hit with fist</li> </ul> <p><b>Returns:</b></p> <ul style="list-style-type: none"> <li>○ Bow &amp; arrow</li> <li>○ Use flat knuckles</li> </ul>

<u>Time</u>	<u>Class Organization</u>	<u>LESSON #9 (Page 2 of 2)</u> <u>Learning Activities</u>	<u>Modification/ Extensions</u>	<u>Cues</u>
40 min		<p><b><u>Fistball Tournament</u></b></p> <ul style="list-style-type: none"> <li>○ Students stay in teams created Lesson #8.</li> <li>○ Play @ 13 min games. After 13 minutes, signal students to stop.</li> <li>○ Use tournament schedule in “modifications” column.</li> </ul>	<p><b><u>6 Teams playing:</u></b> Round 3: 6 v 4, 2 v 3, 1 v 5 Round 4: 4 v 1, 5 v 3, 6 v 2 Round 5: 5 v 6, 1 v 3, 4 v 2</p> <p><b><u>4 Teams + Ref:</u></b> Round 4: 4 v 1 (2 refs), 5 v 3 (6 refs) Round 5: 5 v 6 (4 refs); 1 v 3 (2 refs) Round 6: 4 v 5 (1 refs); 6 v 2 (3 refs)</p> <p><b><u>4 Teams + Ref (3<sup>rd</sup> day):</u></b> (Read “Additional Information” section for LESSON #8) Round 7: 2 v 5 (1 refs); 4 v 2 (3 refs) Round 8: 1 v 5 (2 refs); 3 v 4 (6 refs) Round 9: 1 v 2 (4 refs); 3 v 6 (5 refs)</p>	<p><b><u>Pass/Bump/ Defense</u></b></p> <ul style="list-style-type: none"> <li>○ Same arm/leg</li> <li>○ Contact (forearm, fist closed)</li> <li>○ Knees (bent)</li> <li>○ Legs (extend when contact ball)</li> <li>○ Arms (stay still)</li> </ul> <p>○ Call the ball</p> <p><b><u>Serve:</u></b></p> <ul style="list-style-type: none"> <li>○ Weight back</li> <li>○ Ball in non-hit hand</li> <li>○ Hit arm back</li> <li>○ Toss ball in air</li> <li>○ Wt. shift to front ft</li> <li>○ Hit with fist</li> </ul> <p><b><u>Returns:</u></b></p> <ul style="list-style-type: none"> <li>○ Bow &amp; arrow</li> <li>○ Use flat knuckles</li> </ul>
5-10 min		<p><b><u>Closure and Assessment</u></b></p> <ul style="list-style-type: none"> <li>○ Students sit in general space in front of teacher.</li> <li>○ Distribute/review “Value of physical activity” &amp; a pencil w/students.</li> <li>○ Students complete assessment individually for rest of period.</li> <li>○ Give a 2 min warning to complete the assessment form.</li> <li>○ Collect assessments &amp; pencils at end of period.</li> <li>○ Remind students of the skill test next class (&amp; optional knowledge test).</li> <li>○ Ask if students if they have questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask students if they have any questions.</li> </ul>	

**Lesson Reflection/Notes:**

### Value of Physical Activity

**Directions:** Answer the following questions neatly and in full sentences (Use the back of the worksheet if you need more space. Remember to number answers if you do). You will be graded using the rubric below, & need a score of 70% or higher to pass.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b><u>Number of questions answered</u></b>	0-1	2	3	4
<b><u>Descriptions</u></b>	Poor descriptions	Good, over-all descriptions	Very good, descriptions	Extremely descriptive ideas
<b><u>Sentence structure</u></b>	Full sentences not used	Full sentences used some of the time	Full sentences used most of the time	Full sentences used all of the time
<b><u>Neatness</u></b>	Not legible	Neat	Very neat	Extremely neat
<b><u>Spelling/grammar</u></b>	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. Describe how you challenged yourself when playing in the Fistball tournament.
2. Explain the most challenging skill for you when playing Fistball. (Explain the hardest Fistball skill)
3. List & explain the Fistball skill you need to work on to get better at it.
4. List & explain what you would tell your friends about Fistball outside of school, supporting the game/creating interest so you and your friends can play Fistball at home.