H.L.S. P.E. AND SPORTS

CALENDAR

WINTER, SPRING, SUMMER, FALL

VOLLEYBALL

* SERVE - underhand and overhand
* BUMP
* SET
* ROTATION

SERVE:
Start with the underhand serve. Half of the class or one team on either side of the net will be needed. Ask all students to get ready to serve the ball at the same time. All students place the volleyball in the left hand, down low and across to the right side of their body. Swing the right hand (pendulum swing) under the ball and hit it directly out of the left hand. Major mistake: Don't throw the ball up into the air to try to hit it. It's easier to hit an object that is at rest.

Continue with the overhand serve. Set up is the same as underhand serve. All students serve at the same time. Put the volleyball in the left hand and toss it up like you would a tennis ball to serve it with a racket. If you give yourself a bad throw, catch it, and try again. There is no penalty as long as you catch it.

The Directions For These Serves Are As Follow:
  * Students stand on the black line
  * All students serve at the same time upon command
  * For the command teacher says, "Ready," then blows the whistle

Strategies To Assist Second Language Learners:
  * Model key actions, such as serve, over and underhand, right, left
  * Model the proper stance as you get ready to say the command word
  * Wrap up lesson by demonstrating the techniques and asking students to identify the name of the technique

BUMP:
Technique
1) Feet apart - right foot in front, left slightly behind
2) Arm position - arms straight, forearm up, right hand out, put left hand inside right hand, palms up. Put thumbs together.
3) Don't swing arms. Bend at the knees.
Directions
Have one team stand around the blue circle. Ask team to take three steps back to make it larger. Ask one student to throw the ball up in the air toward a player to get the game started. See how many times you can bump the ball in a row without it touching the ground.

SET:
Technique

1) Foot position - feet apart, right foot in front, bend at the knees.
2) Hand position - make a window with thumbs and pointer fingers. Makes a triangle. Look through the window. Window should be above forehead. Push the ball up with the fingertips.

To practice this skill, go back to blue circle and take about five steps back. One person in the middle of the circle throws the ball into the air. See how many times you can set the ball in a row.

BASKETBALL

SKILLS
Passing
a) Chest pass
b) Bounce pass
c) Outlet pass
d) Baseball pass
Dribbling
a) In place - switching hands
b) Line drills
c) Through cones
Shooting
a) Lay up
b) Set shot
Games
a) One shot (lead up game)
b) Half court
c) Full court

GAME:
One - Shot Basketball
a) Four students rotate in to play the game.
b) Each student must touch the ball before you can shoot (Players pass the ball to each other).
c) Once each student touches the ball, you must shoot and make the shot.
d) If you miss the shot you must continue to shoot until you make a basket.
e) Once the basket is made you pass the ball to each player so they can touch the ball Put the ball back in the ring at half court.

SHOOTING:
Lay- Up
a) Plant left leg
b) Drive right leg and right arm upwards (Same arm, same leg)
c) Plant, drive, extend, and jump
SET-SHOT
a) Feet apart and knees bent, right foot slightly in front
b) Right hand underneath and in the middle of the basketball
c) Left hand on the side of the ball to guide it
d) Shoot the ball and follow through by snapping the wrist

PASSING:
Have students stand on the lane lines arm's width apart.

CHEST PASS
a) Hands are on each side of the ball held in the chest area.
b) Push out from your chest extending arms outward, passing the ball to your partners' chest area by snapping your wrists.

BOUNCE PASS
a) Hand position and technique same as chest pass, except you push the ball to the ground between one-half to three-fourths of the way to your partner.

OUTLET PASS
a) Same as the chest pass, except the ball is held over the head, and thrown to your partner over their head.

BASEBALL PASS
a) One-handed pass thrown like a baseball. Throw ball from out-of-bounds down court, fast break.

DRIBBLING:
a) Dribble ball with head up using fingertips to control the ball
b) Ball handling skills and switching from right to left hand

LINE DRILLS
Dribbling from baseline to free throw line and back, the baseline to half-court and back, then baseline to the furthest free throw line and back, then baseline to baseline.

BETWEEN CONES
Start off by dribbling with right hand to first cone. Go around the cone, and then switch to dribbling with the left hand. Continue this cycle down the court and back.

GAMES:
Three-On-Three Half Court Basketball
The most confusing rule of this game is understanding when to take the ball back to the top of the key. There are two different rules concerning this topic. But the one I prefer to go with is as follows: if the ball hits the rim or back board, then it is necessary to take the ball back to the half court line in order to continue playing.

FIVE-ON-FIVE FULL COURT BASKETBALL
Have students pick their own teams. Five players will play at a time. Play ten minute halves. After five or so minutes, blow the whistle and have subs come in to make sure that everyone gets a chance to play.

MODIFICATIONS FOR SECOND-LANGUAGE OR SPECIAL EDUCATIONS STUDENTS
1) When demonstrating a new skill, model it step-by-step, followed by students demonstrating the new skill.
2) Ask questions which require students to answer the name of the new skill or new concept.
3) Follow by asking other questions which will allow for choral response.
4) Wrap up lesson by having students review points of the lesson.
5) Have key points written on bulletin boards to be covered prior to the lesson, as well as a follow up on the next class meeting. Students can be asked to point to the word which corresponds with the teacher's question concerning the particular skill or new concept.

Empowerment – When I teach P.E., 50% of the time I give the students two or three choices to pick from to let them have a say in what we play. This is important because students need to be given the option to make choices.

Affective filter - For the "I'm okay, you're okay" feeling tone, I sometimes talk about breakfast or lunch, depending on whether I see those students morning or afternoon. I'll speak to students using what Spanish I know ("I like huevos, papas, and chorizo for breakfast. What did you eat for breakfast?) We also count our warm up exercises in English and Spanish just to further break the ice for the non-English speaker or E.S.L. learner.