

Unit Plan - Striking

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Grade 9 Physical Education

GCHall Jr. High School

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Unit Rationale

This unit was developed to fulfill the games dimension of the Physical Education Program of Studies for Grade 9. This component of the curriculum requires students to apply and refine ways to receive, retain and send objects with increased speed, accuracy, and distance in skills specific to an activity (SLO A9-5), and apply and refine activity-specific basic skills across a variety of games (SLO A9-10) (Alberta Education, 2000). We selected striking for our unit based on the variety of different game-like activities we could incorporate into our unit. The curriculum does not ask for mastery of any specific skill, it implores us to teach transferable skills to the students that they will be able to continue using in their life after school, and we believe that applies to the units and lessons we plan to teach.

Our decision to teach striking across six distinct activities (volleyball, tennis baseball, badminton, pickleball, floor hockey, and softball) rather than focusing one unit on a sole sport is highlighted in the philosophy of the long-term athlete development (LTAD) model (Baltic, Way, & Higgs, 2013.) Students in Grade 9 fall within the “Training to Train” stage of this model where skill development in multiple forms is the encouraged developmental practice in comparison to sport specialization. This allows students to build a wider and stronger skill set before the choice to focus on a specific sport later in their adolescence. With our decision to structure the unit around different implements, ball sizes and court dimensions, students will have the opportunity to develop the same general skills at their own level. This decision also allows students to focus on other aspects of the sports, like decision-making and team play, due to the transferability of the skills in our unit.

This unit is also structured to satisfy the curriculum's non-activity strands that are specific to the Grade 9 outcomes. The Benefits Health outcome is addressed with the sustained

movement throughout rallies and game-based striking activities. The cooperation outcome is addressed through SLO C9-3, which specifies etiquette and fair play, as well as C9-5, which looks for practices related to teamwork being demonstrated by the students participating in the activities. Both of these outcomes are addressed through partner drills and small-sided games across every activity in the unit, and not just one particular lesson. The Do It Daily... For Life outcome (SLO D9-1) is addressed throughout the unit with our selection of activities with a more realistic likelihood of continued adult participation, like pickleball, badminton, and softball.

The majority of our students are able-bodied participants so our lesson plan has been made with that in mind, but we have a section later in the unit plan for our adapted student. For most of our activities, we have planned for them to be done inside but if space does not allow for it the activities like pickleball can be done outside on tennis courts, and softball can be done in a field or on an actual baseball diamond. When looked at altogether, this unit was planned not just to meet the criteria provided for Physical Education in the Alberta curriculum, but to reflect our desire to develop a variety of skills, physical activity habits, and social behaviours in students at the Grade 9 level.

Unit Summary

This unit focuses on striking as a fundamental movement skill that can be applied to the game's dimension in a variety of contexts. To illustrate, students will engage in 16 total lessons to learn how to strike with their body in a volleyball context, as well as develop skills to progress to striking with an implement through badminton, pickleball, softball, floor hockey and tennis baseball activities.

Across all the unit's activities, students will develop transferable skills such as ready position, body positioning and awareness, force and power, visual tracking, timing, decision-making, and tactical awareness, to develop their striking abilities. Ultimately, students will learn through different equipment and game contexts, the fundamentals of striking can be transferred across activities. As well, exploring the phases of striking, preparation, contact, and follow-through, can help students develop an awareness of their own movement patterns and apply these principles to a variety of physical activities throughout their lives. Thus, developing the skills associated with striking can promote students' physical literacy by building their confidence, competence, and ability to participate in a variety of physical activities.

Within this unit, each lesson incorporates a variety of teaching styles that are chosen specifically for the lesson concept to enhance learning of a particular skill. Using a spectrum of teaching styles including command, practice opportunities, reciprocal learning, self-check, inclusion, and guided discovery allows students to participate through different opportunities of learning. Additionally, modified and adapted games are essential for supporting the success of all students by providing opportunities to develop their skills and experience personal growth. This variation and differentiated build will help create an inclusive environment for all students to

practice developing physical skills, reflect and take ownership of their learning based on their own needs and abilities.

Overall, the teaching approach throughout this unit follows a progression from understanding and practising basic striking techniques, to refining skills through self and peer assessment, applying them in game contexts, and adapting them to create tactical advantages, providing students with opportunities to participate in successful experiences of striking at their individual level.

Approximate class size:

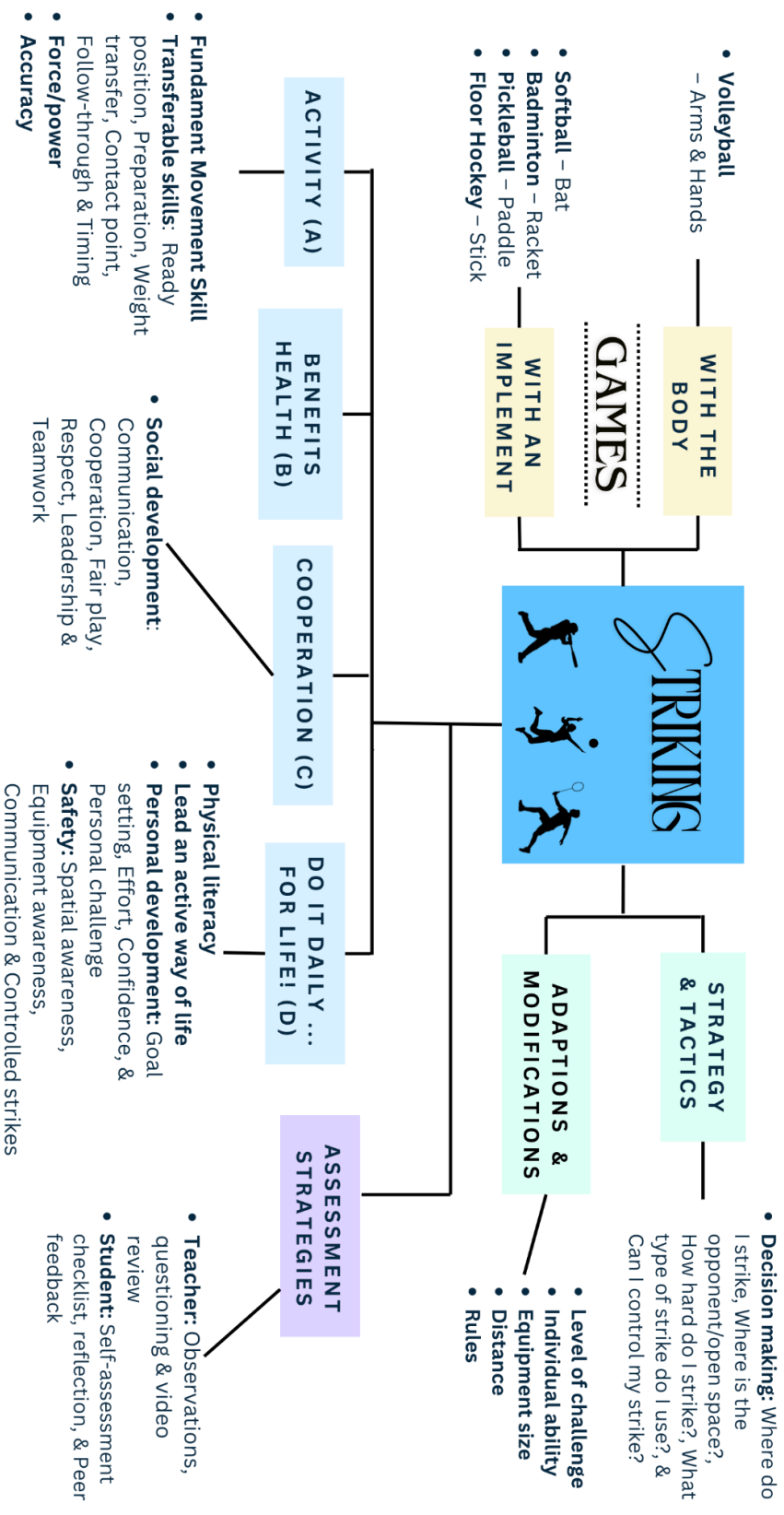
30 Students

Teaching/learning environment:

Gymnasium & outside softball diamond

Consent Forms:

Parent/guardian consent forms must be completed before students participate in any video recording used for peer or self-assessment. Video recordings will be used solely as a learning and assessment tool, allowing students to review their own performance and provide constructive feedback to peers. Students will be reminded to respect privacy and use the recordings appropriately, and all video footage will be handled in accordance with school policies and consent requirements.



Learning Outcome

General Learning Outcome

Activity

Cooperation

Do it Daily... For Life!

Specific Learning Outcomes

A9–2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

A9–3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance

A9–4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity

A9–6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

A9–10 apply and refine activity-specific basic skills in a variety of games

C9–3 demonstrate etiquette and fair play

C9–5 develop practices that contribute to teamwork

D9–1 participate regularly in, and realize the benefits of, an active lifestyle

Assessment Plan

Assessment through the unit will use a combination of assessment for learning, assessment as learning, and assessment of learning giving students multiple opportunities to demonstrate their learning through physical performance, observations, discussion, peer and self-assessment, reflection, and goal setting. Assessment will aim to focus on students' individual development and their ability to apply skills and concepts across striking activities such as tennis, badminton, volleyball, and softball.

Grading Method

Students will be assessed using a criterion-referenced approach, which includes clearly communicated learning criteria that will be applied to the student's performance, rather than being compared to the athletic performance of classmates or other normative standards (Lok et al., 2016). Rubrics, observation criteria, self-reflections, peer feedback, questioning, and written reflections will provide multiple sources of evidence. This approach allows students to demonstrate learning in multiple ways and recognizes improvement, understanding, participation, and skill application across the units.

Psychomotor Domain (35%)

The psychomotor domain will account for 30% of the grade for this unit, including assessment of the students' ability to apply and refine different locomotor, nonlocomotor, manipulative, and activity-specific striking skills (Howell, 1978). The primary outcomes for the unit will include A9-2, A9-3, A9-4, A9-5, A9-6, and A9-10.

Teacher Observation (15%)

Throughout the unit, the teacher will observe students during drills, small group activities, and game situations. The teacher can document their assessment through the use of a checklist or anecdotal notes on students applying different skills such as tracking an object, body control, striking accuracy, follow-through, and ready position, with a focus on connecting it to the targeted outcomes.

Performance Rubric (15%)

Students will complete selected striking tasks or modified game activities near the end of the unit, and different scoring rubrics can be used to assess criteria such as ready position, ball contact during strike, teamwork, etc. (*see page 12*). Rather than assessing whether a student is performing the targeted skill, these rubrics will allow for the assessment of the level of learning and skill refinement the student has achieved.

Peer Video Review (5%)

Students will perform a selected striking skill such as a tennis forehand, volleyball serve, or softball swing while a partner records it. The partner will record the teacher-provided criteria and provide one strength and one area for improvement, the students will then be given the opportunity to apply the feedback received from their peer to analyze/refine their own movement. An example of the peer video assessment tool and potential criteria that may be used is provided later in the unit plan (*see page 25*).

Affective Domain (35%)

The affective component will focus on how students participate within the learning environment, including fair play, etiquette, teamwork, responsible participation, and engagement in physical activity (Howell, 1978). The primary outcomes we will target in this domain are C9-3, C9-5, and D9-1.

Teacher Observation (20%)

Teacher observation will occur throughout the unit rather than during one isolated assessment, and students will be assessed on observable behaviours such as following activity-specific rules, treating opponents and teammates respectfully, encouraging others, cooperating during partner and group activities, using equipment responsibly, and contributing to games and activities.

Self-Assessment and Goal Setting (15%)

Students will be allowed to evaluate their own participation and personal behaviours, and identify how they contributed to their partner or team's success and establish a personal goal like communicating more effectively during game activities or demonstrating better etiquette during skill development drills. Students can be given the chance to revisit these goals later in the unit and evaluate their progress. An example of a self-assessment tool and its criteria that may be used to guide this process is provided below (*see page 28*).

Cognitive Domain (30%)

The cognitive component will assess the students' understanding of movement concepts, strategies, rules, safety, skill cues, and their ability to analyze and improve their own performance (Howell, 1978). The targeted outcomes in this domain include A9-2, A9-4, A9-5, A9-6, A9-10, C9-3, C9-5, D9-1.

Teacher Questioning (10%)

Questioning can be incorporated throughout instruction, particularly during modified games and TGfU activities. Questions such as positioning, force, and placement can be used to gauge the students' understanding of body and space awareness, effort, relationships, and game-specific strategies. Teachers can retrieve this knowledge through the use of exit slips or through having pairs or groups of students discussing and sharing their experiences.

Written Reflection (10%)

Different written reflections could be used throughout the unit to assess the cognitive development of students. One would include an end-of-unit reflection where students could identify a striking skill they improved and what may have contributed to the improvement. Another would be around a certain lesson and the use of a sensor that provides statistical feedback on their skill execution and allows them to examine how changing the swing impacts the resulting data and what sort of statistics relate to success when performing the action.

Teacher Observation (10%)

Teacher observation will occur during the final stages of the unit and include the teacher observing student application of different strategies to improve success, like body and space awareness, effort, relationships, and game-specific strategies.

Volleyball Striking Skills & Teamwork

RUBRIC

Student Name:

Date of Assessment:

Teacher Assessment – Grade 9 Physical Education

Guidelines: The rubric provided below will be used to assess students' volleyball striking skills, with a focus on ball contact and technique, while identifying areas for continued improvement. The rubric will also assess students' soft skills, including cooperation, communication, and teamwork during volleyball activities.

Outcomes: A9-5 – Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity.
 A9-10 – Apply and refine activity-specific basic skills in a variety of games.
 C9-5 – Develop practices that contribute to teamwork.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Ready position	Consistently demonstrates a strong ready position: Wide base, bent knees with head up. Adjusts body position quickly and appropriately.	Usually demonstrates a correct ready position. Makes appropriate adjustments most of the time.	Sometimes demonstrates a correct ready position but may stand upright or slow to prepare.	Rarely demonstrates a ready position; little to no participation.
Ball Contact during Strike	Consistently makes controlled and accurate contact with the ball during striking. Ball contact is solid with the correct body surface for specific skill.	Usually makes appropriate contact with the ball and demonstrates correct technique.	Sometimes makes appropriate contact but has inconsistent technique.	Insufficient ball contact; frequently struggles to make appropriate contact with the ball.
Teamwork	Consistently communicates respectfully, supports teammates, and encourages others. Demonstrates excellent cooperation and contributes positively to team success.	Usually communicates respectfully, works cooperatively, and demonstrates positive team behaviours.	Sometimes cooperates with teammates. May need reminders to communicate and demonstrate respectful behaviours.	Rarely demonstrates teamwork or cooperation. Has difficulty communicating and supporting teammates.

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Activity Schedule

Lesson length

[approximately 45 minutes]

Lesson #	Focus	Learning Objective	Content	Teaching strategies/ Learning activities	Assessment Strategies
1 - Tennis Baseball	Introduction	Learn fundamental concepts of striking, such as grip, ready position and contact point, when striking with an implement.	Striking with an implement (racket), grip & ready position	Command & Reciprocal Style — Partner activities & tennis baseball mini game	Peer-assessment feedback & Video review
2 - Volleyball	Serving	Demonstrate skills of striking with the body (hands) through serving techniques in volleyball.	Striking with the body (hand), ball contact, underhand & overhand serve	Practice & Self-Check Style — Self-check during practice/drills for serving	Self-assessment checklist
3 - Volleyball	Forearm pass Setting	Demonstrate a controlled forearm pass/set to direct ball to a target.	Striking with the body (forearm/hands), platform, body positioning	Reciprocal Style — Partner activities for forearm passing & setting	Teacher observation, questioning & feedback
4 - Volleyball	Spiking	Demonstrate mechanics of a spike including footwork and contact point.	Striking with the body (hand), timing, contact point & footwork	Command & Practice Style — Stations: spike trainer & soft toss	Teacher questioning
5 - Volleyball	Game	Apply serving, passing, and spiking skills effectively during modified game situations.	Striking with the body, decision making & application of striking skills	Guided Discovery Style — Modified Game Scenarios	Teacher observation & scoring rubric
6 - Pickleball	Serving	Demonstrate a pickleball serve with appropriate control and direction.	Striking with an implement (paddle), underhand serve & contact point	Practice Style — Practice serving in activities based learning	Self-assessment reflection & goal setting
7 - Pickleball	Shot Selection	Demonstrate controlled forehand and backhand shots.	Striking with an implement (paddle), ready position, forehand & backhand	Reciprocal Style — Partner activities of forehand & backhand	Peer-assessment feedback
8 - Pickleball	Game	Apply serving and shot-selection skills during modified pickleball games.	Striking with an implement (paddle), decision making & game strategy	Guided Discovery Style — Modified Game Scenarios	Teacher observation

9 - Floor Hockey	Passing	Demonstrate controlled passing and receiving while maintaining appropriate stick position.	Striking with an implement (stick) & passing accuracy	Practice & Inclusion Style — Stations: target and practice	Peer-assessment feedback
10 - Floor Hockey	Shooting	Demonstrate controlled shooting technique.	Striking with an implement (stick) & stick control	Practice & Self-Check Style — Shooting activities & checklist drills	Self-assessment checklist
11 - Floor Hockey	Game	Apply passing and shooting skills strategically during modified game situations.	Striking with an implement (stick) & offensive/defensive positioning	Guided Discovery Style — Modified Game Scenarios	Teacher observation
12 - Badminton	Serving	Demonstrate an accurate badminton serve.	Striking with an implement (racket) & contact point	Self-Check Style — Serving activity with self video review	Self-assessment video review
13 - Badminton	Shot Selection	Demonstrate controlled dropshots and clear shots.	Striking with an implement (racket), forehand, backhand, clear, drop shot, & placement	Practice & Guided Discovery Style — Practice rallying with a partner	Peer-assessment feedback
14 - Badminton	Game	Apply serving and shot-selection skills during modified badminton games.	Striking with an implement (racket), shot placement & strategy	Guided Discovery Style — Modified Game Scenarios	Teacher observation
15 - Softball	Batting/hitting	Demonstrate controlled batting technique.	Striking with an implement (bat), grip, stance, & contact point	Inclusion Style — Stations: tees and soft toss hitting	Teacher feedback & Self-reflection
16 - Softball	Game	Apply striking fielding during a modified softball game.	Striking with an implement (bat), positioning & teamwork	Guided Discovery Style — Modified Game Scenarios	Teacher observation

Atypical Students

A student experiencing a cognitive impairment can meaningfully participate in the grade nine striking unit when the instruction is intentionally adapted to emphasize accessible learning goals, repetitions, visual demonstrations, and successful participation. The goal should not necessarily be for the student to perform in every activity in accordance with the traditional rules of the activity, but rather to provide the student with meaningful opportunities to develop their physical literacy and participate alongside their peers at an appropriate level.

An important instructional strategy that should be used in this unit would be to simplify instructions and break skills down into smaller, more manageable steps, and rather than providing several technical cues at once, the teacher could provide one or two cues and follow them up with a physical demonstration. For example, during a volleyball serving lesson, the class may be learning how to serve into different areas of the court, but the student could start with the focus of making contact with the ball and the teacher could demonstrate the movement and use simple cues like “watch, swing, hit”. Then, as the student develops consistency, build up to the activity with smaller progressions like where they are standing, the height of the net, and so on. This allows the student to work on the same general concept as their classmates while reducing the cognitive demand into more manageable pieces.

Visual supports could be incorporated as an important tool to use throughout the unit. The use of demonstrations instead of lengthy verbal explanations can be valuable, as they may allow the student to understand the movement or skill more by seeing it performed. A teacher may also choose to provide picture cards to go along with the demonstration that show the sequence of the activity or action, these supports can allow for the student to participate with increased

confidence as they gain a better understanding from visual communication versus verbal communication, which may be more difficult for them.

Equipment and environmental modifications are also very important to consider when making a class more accessible for all students, and can be done without changing the overall purpose of an activity. The use of larger, lighter, slower-moving objects allows for additional processing and reaction time, for example, in softball, the student could begin with a balloon or beach ball, and a pool noodle as a bat before progressing to an actual softball and heavier bat. The student may even strike a stationary ball with the use of a tee before receiving a ball rolled or gently tossed by a partner. The space and position can also be modified to make success achievable before gradually increasing the difficulty, in volleyball for example, where the student is serving from on the court or height of the net could be adjusted.

Ultimately, the students' experience within the unit should maintain the same overall learning theme as the rest of the class while providing multiple pathways to success. Through simplified instructions, visual supports, modified equipment, and peer support, a student can develop fundamental striking skills at a level and pace appropriate for them while remaining an active member of the class. Rather than removing the student from certain activities that they may find challenging, instruction can be adapted so that striking activities remain accessible and meaningful.

Technology Integration

Video Skill Analysis – Students could use an iPad or tablet to record themselves performing a different striking task (tennis forehand, badminton serve, softball swing, etc.). The students could watch the video by themselves or with a peer and compare the performance to 2-3 cues provided by the teacher. For example, for a volleyball serve, students might look for eyes on the ball, balanced stance, and follow-through. Students could then identify one adjustment, record another attempt, and check for improvement. This technology could be incorporated throughout the unit as a form of self-assessment, peer assessment, and formative feedback, allowing students to take a more active role in analyzing and refining their skills.

Video-Instructed Stations – iPads or other devices could be placed at stations displaying pictures or a video that demonstrates the steps of the activity. For example, a badminton station could include a short video demonstrating the steps of an underhand serve before students begin practising. This would support differentiated instruction as students could independently review instructions and reduce the amount of repeated teacher explanation, and also provide students who rely more heavily on visual support to understand and participate in an activity accordingly.

Ball Machines/Automatic Feeders – a tennis ball machine or shuttlecock feeder could provide students with consistent and predictable repetitions when developing a targeted skill, for example, a tennis ball machine could feed balls into the same location at a controlled pace while students practice their backhand. The teacher can gradually adjust the speed, direction, or frequency of the feed as the students become more proficient. This could be especially useful for

students experiencing a cognitive impairment as the predictability of the machine reduces the number of variables that they have to process. It also creates the opportunity for progressive skill development by moving from a closed skill toward more game-like situations.

Swing/Shot Sensors – sensors can provide information and statistics on a swing such as swing speed, racquet movement, and other metrics associated with the skill. These could be used by the students in a station or setting where they may experiment with their technique and examine how changing the swing impacts the resulting data. Rather than using the technology to determine who can produce the fastest or most powerful strike, students can be guided to investigate what sort of statistics relate to success when performing the action, and establish goals for improvement.

VR/Simulator – allows students to practice the movement of a skill in a different setting and engages the student in a different way from traditional skill execution. Also, the programs can be easily modified by the teacher to target different areas like tracking, reaction, or decision-making and can be adjusted for difficulty level. Use of this technology would be appropriate for use in a station rather than a replacement for authentic physical practice, providing students with another way to explore and apply concepts they are learning in the unit.

Spike Trainer – allows for the skill of spiking to become more closed as it holds the ball in a predictable spot, therefore, students do not have to adjust to the speed, height, or location of a set ball to practice the skill. By removing the variability associated with receiving a set, students can concentrate on other aspects of the skill like approach and arm swing. As the students become more confident and consistent, they can progress from spiking off the trainer to a toss or set, allowing for scaffolding within the lesson.

Materials & Equipment

General Equipment: 40 Cones (boundaries, target zones, drill stations), Whistle, 20 Floor Markers / Poly dots, 25 Hula Hoops (target zones), 15 Pins (targets), Whiteboard or projector, 15 iPads or Tablets (video recording for self-assessment activities), 30 Pinnies

Activity Equipment: 30 Volleyballs, Volleyball nets and standards, Spike Trainer, 30 Tennis racquets or paddle bats, 20 Low compression balls, 1 Batting tee, 4 Bases or floor markers, 30 Pickleball paddles, 30 Pickleballs, Pickleball/Badminton nets, 30 Floor Hockey Sticks, 30 Floor Hockey Pucks or Balls, 4 Floor Hockey Nets, 30 Badminton racquets, 30 Birdies, 10 Softball Bats, 20 Softballs, 30 Softball Gloves, 2 Volleyball Spike Trainers, 3 Tennis Ball Feeders, 4 Swing & Shot Sensors, 2 VR Headsets & 4 Remotes

Teacher Resources: Peer assessment feedback forms, Teacher observation rubrics, Self assessment checklists, 30 pencils, 30 clipboards

Learning Resources

Safety concerns:

Softball – SPHEREs | School Physical Activity Health & Education Resource for Safety.

(2020). Myspheres.Ca. <https://myspheres.ca/en/curricular-activities/softball/>

Badminton – SPHEREs | School Physical Activity Health & Education Resource for Safety.

(2020). Myspheres.Ca. <https://myspheres.ca/en/curricular-activities/badminton/>

Pickleball – SPHEREs | School Physical Activity Health & Education Resource for Safety.

(2020). Myspheres.Ca. <https://myspheres.ca/en/curricular-activities/pickleball/>

Volleyball – SPHEREs | School Physical Activity Health & Education Resource for Safety.

(2020). Myspheres.Ca. <https://myspheres.ca/en/curricular-activities/volleyball-indoor/>

Floor Hockey – SPHEREs | School Physical Activity Health & Education Resource for Safety.

(2020). Myspheres.Ca. <https://myspheres.ca/en/curricular-activities/floor-hockey/>

Printed Teacher-Created Resources:

- o Self-assessment checklist (page 28)
- o Peer assessment feedback forms
- o Teacher observation rubric scoring (page 12)
- o Peer video assessment sheet (page 25)

Software:

Sense Arena for Tennis – VR Tennis Training Program

<https://tennis.sensearena.com/players>

Lesson Plans

Lesson Plan # 1

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Striking (day 1)	Date	October 5th, 2026
Grade	9	Lesson Topic	Intro to Striking - Tennis Baseball	Period	2
				Duration	45 minutes

General Outcomes:	Specific Outcomes:	Student Learning Outcomes:
A - Activity Activity Dimension → Games B - Benefit Health C - Cooperation D - Do it daily .. for Life!	A9-5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity A9-6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance C9-3 demonstrate etiquette and fair play	★ Students will demonstrate a controlled forehand strike using appropriate body positioning, weight transfer, and follow-through. ★ Students will adjust the direction and force of a strike based on the available space. ★ Students will use video evidence to provide a peer with specific feedback on striking technique.

Lesson Equipment & Resources:	Assessment Strategies
☐ Tennis Racquets ☐ Assorted Balls (tennis, foam, balloon, beach, etc.) ☐ Batting Tees (if needed) ☐ iPads & Camera app ☐ Bases ☐ Ball Gloves	● Peer assessment sheet ○ Use to promote learners to give written and verbal feedback that is respectful and positive. ○ Additionally, using video review allows students to learn from each other and physically see themselves move.

PHYSICAL EDUCATION LESSON PLAN SEQUENCE
Introduction ● Wait for students to change & complete Attendance (4 min) ○ Introducing today's focus: striking with an implement . ■ The teacher will demonstrate a forehand strike, introducing the concepts of ready, track, contact, and follow-through. Have the students shadow the movement without using balls to start. Ask students where they think contact should occur and why follow-through matters. Peer Feedback: Students will observe each other with ipads to follow through the steps of the movement phases of striking: preparation → contact → follow through.

Time	Activity	Teacher Description:	Modifications/Safety:	Teaching:
4 minutes	Dynamic Warm-Up	The teacher will line students up along the sideline and lead the students through a dynamic warm-up. Can include jog, high knees, butt kicks, side shuffles, carioca, arm circles, torso rotations, etc.	Modifications: - static stretching Safety: - enough space for everyone to safely move	

7 minutes	Partner Striking Practice	Line students up in pairs along the gym sideline, allowing for adequate space between each group to ensure each student's safety. One student will have a racquet and be in a ready position, aiming to strike a ball out into the hitting area (out into the gym away from other students). The other will stand a safe distance away and gently toss or bounce a ball of the pair's choosing to the partner with the racquet for them to strike. The students will switch regularly between roles, and the teacher will facilitate ball retrieval to ensure safety. Students should focus on control rather than power, trying to direct the ball in certain directions.	Modifications: - use larger ball and progress to a tennis ball size Safety: - mindful/awareness for other groups around - Safe spacing when swinging the racket - don't stand in front of where the ball is being struck	Teaching Style: → Reciprocal style
8 minutes	Peer Video Assessment	Put the students into groups of 3 with the roles of striker, feeder, recorder (students will rotate through all roles). The activity will mimic the last one with the introduction of the recorder who will stand beside the feeder to get a side view of the strike. Each student will record 2-3 strikes, then review the video together and look to identify the four concepts from the beginning of the lesson (ready, track, contact, follow-through). The recorder will identify one strength and one next step for their peer.	Modifications: - different size equipment Safety: - Swinging implement - establish clear rules about distance so nobody is struck - Spacing between groups to reduce chance of being hit by racquet/balls	Teaching Style: → Reciprocal style
14 minutes	Tennis Baseball Game	Play a modified tennis baseball game, where batters use a tennis racquet and receive a self-drop/bounce or controlled feed before striking. Split the class up into two teams and designate one team to start as the striking team and the other to be the fielding team. Provide a refresher of the rules from the start of the lesson, and officiate play. Make sure to rotate teams/roles frequently	Modifications: - different size equipment Safety: - Fielding awareness	Teaching Style: → Practice style

Conclusion & Debrief	
Wrap-up Discussion (3 min) → Students return equipment then prompt them to have a seat for a wrap-up chat. (at the end of the day clean up the next 5 min extra) Guiding questions: • Offer questions like "What helped you strike with more control?" and "When would placement be more useful than power?" Students can identify one thing they want to improve in the next lesson. • Send student to change (5 min)	

PEER VIDEO REVIEW ASSESSMENT

Striking Movement Phases

Student **striking** name

Student **reviewer** name

Striking Phase	Excellent	Developing	Feedback
Preparation: Balanced and in an active ready position before the strike.			
Contact: Makes contact in front of the body.			
Follow-Through: Continues swing toward intended direction.			
Visual Tracking: Watches the ball into the striking area.			

Postive Feedback - What one thing that your partner did well?

Constructive Suggestions - What is something your partner could improvement upon next time?

Lesson Plan #2

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Striking (day 2)	Date	October 6th, 2026
Grade	9	Lesson Topic	Volleyball – Serving	Period	2
				Duration	45 minutes

General Outcomes:	Specific Outcomes:	Student Learning Outcomes:
A - Activity Activity Dimension → Games B - Benefit Health C - Cooperation D - Do it daily .. for Life!	A9-5: Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity. C9-1: Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. D9-1: Participate regularly in, and realize the benefits of, an active lifestyle.	★ Students will demonstrate the key components of an effective volleyball serve. ★ Students will perform an underhand serve with appropriate body position, ball contact and follow-through. ★ Students will use a self-checklist to identify strengths and areas for improvement in their serving technique.

Lesson Equipment & Resources:	Assessment Strategies
☐ Volleyballs — approximately 1 per student or 1 per pair ☐ Volleyball nets ☐ Cones ☐ Serving targets/hoops or floor markers ☐ Student volleyball serving self-check sheets ☐ Pencils ☐ Whiteboard/projector for serving cues ☐ Hula hoops ☐ Pins ☐ Poly dots	• Questioning During Play: Ask students quick questions while circulating: ○ “Where should you aim your serve?” ○ “What part of your hand should contact the ball?” • Observation Checklist: observes students during the activities for: ○ Ready position, Controlled ball toss/drop, Contact with the correct part of the hand, Contact point in front of the body, Step toward target, Weight transfer, & Follow-through toward target • Student Self-Assessment ○ Students will use the Volleyball Serving Self-Check Sheet during independent/partner practice.

PHYSICAL EDUCATION LESSON PLAN SEQUENCE
Introduction
• Wait for students to change & complete attendance (5 min) ○ Ask: “What do you remember about our volleyball ready position?” “What makes a volleyball pass or strike more controlled?” ○ “Today we are focusing on the volleyball serve. Your goal is not simply to get the ball over the net. Your goal is to develop control, accuracy and consistency.” ○ Explain that students will have opportunities to practice independently, use the self-check sheet, and set a personal serving goal. ○ Ready position, Body positioning, Hand contact, Weight transfer, Follow-through, Accuracy & Communication

Time	Activity	Teacher Description:	Modifications/Safety:	Teaching/Cues/Questions:
5 minutes	Warm-up Dynamic & Ball Familiarization	Students move around the designated space while completing dynamic movements: • Jogging • High knees • Butt kicks • Side shuffles • Skipping with Arm circles • Lunges Volleyball-specific ball familiarization: 1. Hold the ball with a non-dominant hand. 2. Practice dropping the ball and contacting it with a serving hand. 3. Practice stepping forward while swinging the serving arm. 4. Practice controlled underhand contact without a net. 5. Partner toss and controlled serve/contact	Modifications: -Allow students to perform ball activities stationary. -Provide additional space between students. Safety: -Maintain personal space. -Keep volleyballs under control. -Look around before moving. -Avoid throwing volleyballs across the gym.	Teaching Style: → Practice Style Cues: 1. Ready: Feet staggered, knees slightly bent. 2. Hold: Hold the ball in the non-dominant hand. 3. Step: Step forward with the opposite foot. 4. Contact: Strike the bottom/back of the ball with the heel of the hand or firm hand. 5. Follow Through: Swing toward the target. Teacher Questions: "Which foot are you stepping forward with?" "Where should the ball be on contact?"
12 minutes	Lead Up Game Serve to the Target	Set up several target zones on the opposite side of the net using cones, hoops or floor markers. Students work in pairs: • Partner A serves. • Partner B observes and retrieves the ball. • Partner B gives one piece of feedback. • Switch roles. Practice Progression Level 1: Serve to an open court. Level 2: Serve over the net. Level 3: Serve into a large target zone. Level 4: Serve into a smaller target zone. Level 5: Choose a target and attempt to hit it consistently. Students use their self-check sheet during this activity	Modifications: -Move the serving line closer. -Use larger targets Safety: -Students do not serve while another student is retrieving in front of them. -Serve only when the target area is clear. -Maintain adequate spacing between serving groups	Teaching Style: Practice Style Practice Style Cues: "Step to your target." "Firm hand." "Contact the ball in front." Teacher Questions: "What adjustment could make your serve more accurate?"
15 minutes	Formal Game Battleship	Divide students into two teams per court (two courts set up if space allows). On each side of the volleyball court, place several hula hoops ("ships") in different locations and at varying distances from the net. The objective is for students to use an underhand serve to land the volleyball inside a hoop. If a student successfully serves the ball into a ship: • The team retrieves that hula hoop. • The hoop is brought back to their team's side. • Play continues until all ships have been collected or the allotted time ends.	Modifications: -Place some ships closer to the net. -Allow students to serve from a shorter distance. -Use larger hoops as targets. Challenge -Place ships farther from the net. -Add bowling pins or cones inside hoops for bonus points. -Require students to call their target before serving. Safety: -Ensure adequate spacing between teammates. -Maintain heads-up awareness when serving and retrieving hoops.	Teaching Style: Practice Style Cues: "Step to your target." "Firm hand." "Contact the ball in front." Teacher Questions: "Which ship are you aiming for and why?" "How can you make your serve more accurate?"

Conclusion & Debrief

Wrap-up Discussion (3 min) and then Send student to change (5 min)

Guiding questions:

- "What are the key steps of an effective underhand serve?"
- "What helped you make your serve more accurate?"
- "What did you learn from using the self-check sheet?"

Reinforce the key learning points:

- Accuracy is more important than simply using maximum power.
- Technique: Step toward the target, Contact the ball with a firm hand, & Follow through toward where you want the ball to go.

Self-Check Sheet: (print out PDF for all students, attached below)

SELF-CHECKLIST

Volleyball Serving Technique

Student name:

Purpose of the Self-Check: Use this checklist to reflect on your volleyball serving technique and identify what you are doing well and what you can improve. Your goal is to use your self-check to make adjustments and set a personal goal to improve.

To Do: During practicing, place a ✓ beside the statement that best describes you.

Criteria	Consistent	Still Developing	More practice needed
Ready Position – Feet are staggered and knees are slightly bent.			
Ball Position – The ball is held in the non-dominant hand in front of the body.			
Step – A forward step is taken toward the target during the serve.			
Contact – The ball is contacted with a firm hand.			
Contact Point – The ball is contacted in front of the body.			
Follow-Through – The serving hand continues toward the target.			
Accuracy – The ball can be directed toward the intended target.			
Control – The serve is controlled rather than based only on power.			

Comments - What worked well and what improvements would you suggest?

Lesson Plan #3

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Striking (day 3)	Date	October 7th, 2026
Grade	9	Lesson Topic	Volleyball – Forearm passing & setting	Period	2
				Duration	45 minutes

General Outcomes:	Specific Outcomes:	Student Learning Outcomes:
A - Activity Activity Dimension → Games B - Benefit Health C - Cooperation D - Do it daily .. for Life!	A9-5: Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity. A9-10: Apply and refine activity-specific basic skills in a variety of games C9-6: Identify and demonstrate positive behaviours that show respect for self and others	★ Students will demonstrate proper forearm passing and setting technique using appropriate body position, contact point, and follow-through. ★ Students will apply forearm passing and setting skills to maintain a rally with a partner or group. ★ Students will apply safe movement and volleyball routines while participating in partner and group activities.

Lesson Equipment & Resources:	Assessment Strategies
☐ Volleyballs ☐ Volleyball nets ☐ Cones ☐ Wall space ☐ Whistle	• Questioning During Play: Ask students quick questions while circulating: ○ “Where should you aim your forearm to pass?” ○ “Where should your platform point?” ○ “How are you communicating with your teammate?” • Observation Checklist: observes students during the activities for: ○ Ready position, Forearm position, hand position during setting

PHYSICAL EDUCATION LESSON PLAN SEQUENCE
Introduction
• Wait for students to change & complete Attendance (5 min) ○ Ask students what they remember from the previous volleyball lesson. & Review the purpose of the ready position. ■ Ask: “What are some ways we can contact the volleyball to keep it in the air?” ○ Introduce today's focus: forearm passing and setting. ■ Briefly explain that both skills are used to control the ball and create opportunities for teammates. ○ Demonstrate one forearm pass and one set. ■ Explain that students will first learn/refine each skill individually, then combine them in partner and group activities. ○ Students build on their previous volleyball learning by using their ready position, movement, communication, and ball-control skills while learning two new ways to contact the volleyball. Teacher observation: Observe students' prior knowledge during questioning and demonstrations. Provide corrections as needed.

Time	Activity	Teacher Description:	Modifications/Safety:	Teaching/Cues/Questions:
12 minutes	Learn forearm passing and setting form in practice	Part 1 — Forearm Passing with Partner - Partner A tosses the ball to Partner B. - Partner B performs a forearm pass back to Partner A. - Switch roles after approximately 10 repetitions. - Progress to a continuous rally using forearm passing only. Part 2 — Setting Against the Wall - Students practise setting against the wall to develop proper hand position and contact. - Progress to setting with a partner. - Partner A tosses the ball. - Partner B performs a controlled set back to Partner A. - Switch after approximately 10 repetitions. - Progress to a continuous rally using setting only.	Modifications: - Catch and toss before progressing to continuous passing. - Allow one bounce between contacts. - Decrease the distance between partners. - Use a lighter/softer volleyball. Safety: - Maintain appropriate spacing between partners. - Students should be aware of surrounding groups before moving. - Do not chase balls into another group's space. - Keep volleyballs under control	Teaching Style: → Reciprocal style Cues: Forearm Pass "Ready position." "Flat platform." "Thumbs together." "Straight arms." Setting "Hands above your forehead." "Fingers spread." "Soft hands." Teacher Questions: "Where should your platform point?" "Where should you contact the ball?"
8 minutes	Combine skills	Students work with a partner and rally the ball back and forth using alternating forearm passes and sets. Teacher observation/feedback: Circulate continuously and provide individual feedback on platform, hand position, contact point, body position, and direction of the ball.	Modifications: - Allow a catch between contacts. - Allow one bounce. - Decrease partner distance. Safety: - Maintain appropriate spacing. - Students should communicate when moving toward the ball.	Teaching Style: → Guided discovery and practice style Cues: "Move to the ball." "Get underneath it." "Call for the ball." Teacher Questions: "How can you make your pass easier for your partner to set?"
12 minutes	Activity: Keep it up	Students form groups of four with one volleyball per group. The goal is to keep the volleyball in the air while working cooperatively. Round 1 — Forearm Passing Only Students may only use forearm passes to keep the ball in the air. Round 2 — Setting Only Students may only use sets. Round 3 — Alternating Pass → Set Students must alternate between a forearm pass and a set. Round 4 — Keep It Up + Movement Students can use either skill, but after contacting the ball, they must shift one position to the left or right around the circle. Challenge students to see how many consecutive contacts they can achieve while maintaining control.	Modifications: - Allow students to catch and toss. - Allow one bounce. Safety: - Groups should be spread out with sufficient space. - Students should communicate before moving.	Cues: "Call the ball." "Move underneath it." "Control the ball." "Pass high." Teacher Questions: "How can your group keep the ball higher and easier to play?" "Where should you direct the ball to help the next player?" "How does communication help your group?"

Conclusion & Debrief

Wrap-up Discussion (3 min)

→ Students return equipment then prompt them to have a seat for a wrap-up chat. (at the end of the day clean up the next 5 min extra)

Guiding questions:

- “What are two important cues for forearm passing?”
- “What are two important cues for setting?”
- “What did you find more challenging: passing or setting? Why?”
- “How did communication help your group keep the ball in the air?”

Reinforce the key learning points:

- **Forearm passing:** flat platform, straight arms, contact on the forearms, and direct the platform toward the target.
- **Setting:** hands above the forehead, contact with fingertips, and extend through the legs and arms toward the target.
- **Communication:** calling for the ball and supporting teammates helps maintain control.

- Send student to change (5 min)

References

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