For 1a:

1. How does this lesson reflect your understanding of the structure of the discipline you are teaching? For example, if this lesson or unit represents one or more strands in the subject, what are the others? Or does it address more than one strand?

This lesson is focused on Eclipse Ball. In order to get some type of cross-curricular activity, the students will be doing a warm up rotation that involves reading and comprehending instructions. This Eclipse Ball lesson also encompasses a variety of Physical Education National Standards. The standards are included below:

**M.MS.07.05:** Demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.

**M.NG.07.02:** Demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintain a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

**K.MC.07.15:** Apply knowledge of selected movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding in modified games and outdoor activities in dynamic settings.

**B.PS.07.01:** Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

**K.SB.07.01:** Use physical activity as a positive opportunity for social interaction in dynamic settings.

2. Are there prerequisite knowledge and skills that students must have attained before they can be successful in this unit or lesson? If so, what are they?

For this lesson, the students need to the basic knowledge of the rules/game-play of Eclipse Ball, as well as the skills needed to be successful. We have been working on the underhand strike, forehand strike, and serve in lessons prior. This lesson will be a combination of all of the skills we have learned and will show they they are ready for actual game-play. If the skills are not mastered, then they will be re-addressed/re-taught until proficiency.

3. Given that many techniques are possible, why have you chosen the pedagogical approach that you have?

The lesson will include student led instruction, partner collaboration, demonstrations, and verbal instructions. I decided to approach this lesson with a variety of strategies so the students could engage in a form of self-led learning as well as feedback/guidance from myself. The advanced students can help to coach or teach the students the proper form and help the other students with strategies to succeed. It also is a scaffolding approach so we are building a progression of skills to get ready for game-play.

4. What are some typical student misconceptions (if any) about the content you are teaching? How will you address those?
As of now, the students are still learning the rules and how to play the game, so we will re-address rules and I will stop the games whenever a problem arises so we can discuss the issues. A lot of the student have the basic understanding of the skills so I will be going around and stopping the students one on one to help them preform the different tasks with proficiency.

For 1b:

1. What are the typical developmental characteristics (primarily cognitive, but also social and emotional) of students of the age you teach?

The 6th grade group of students display a wide range of individual intellectual development as their brains/minds experience a transition from the concrete-manipulatory stage to the development of abstract thoughts. This transition allows them to question, develop goals, and grasp a bigger picture as to what we are doing/the effects of what they are doing. Students at this age are very curious and many external influences have the power to sway their thoughts, opinions, and actions. It is important to challenge the students yet show them that they can be successful and continue to achieve a level of success with more practice.

2. Describe how students most effectively learn the content you are teaching?

In Physical Wellness if I am expecting mastery of a skill, I make sure to approach each lesson with a range of teaching styles. For those that are auditory learners, I make sure to verbalize commands and cues. Most middle school students do best with visual demonstrations. For each skill and activity I break down and demonstrate each task in a manner that allows the students to duplicate what I am doing.

3. Describe the knowledge and skills of the students for whom you are planning this unit or lesson. Has this required that you differentiate within the plan?

Coming into this unit, I knew that a lot of the students have never watched or played Eclipse Ball. The first day we watched and analyzed a video that showed Eclipse Ball. From there I focused on planning activities that allowed for a progression of skill development and activities that were adaptable for more advanced students. Those that have prior experience with tennis mastered the majority of the eclipse ball strikes within the first two days of the unit. I challenged those students with more advanced drills and tried to pair them up with teammates that they could help coach/teach.

4. What do you know of the interests and cultural backgrounds of the students you teach? How do you use this information in your planning of this lesson or unit?

The students in this hour are big into camaraderie and being physically active. 14 participate in some type of athletics throughout the year and 5 specifically play tennis, with an additional 2 that play volleyball. When explaining the game at the beginning of the school year when we discussed possible sports we would be playing, the students showed a high level of interest in learning a new game. All of this information played a huge factor in why we are doing this unit. I wanted to do something they show interest in and something where they had minimal background about so they could learn something new.

5. How have you accommodated (if it is necessary) students with special needs?

There are 18 students in the class (10 males and 8 females). Within the 18 students, 3 students have asthma for which they take an inhaler for (2 bring an inhaler with them and are monitored throughout the hour) and 2 students have food allergies to be aware of. One student has an IEP and receives additional support on tests, readings, and any written assignments.

For 1d:
1. What materials or resources will you use to teach this unit or lesson? Are these provided by your school or district?

For this lesson, I will be using 18 rackets, 9 eclipse balls, two volleyball nets (lowered height) and the entire gym space on the west end of the gym. I also have talked with Mike Israels and Annette Fischer, both whom attended a convention where Eclipse Ball was taught and drills were provided. For additional information, I watched instructional videos online and read about drills to help expand my knowledge of the game.

2. Are you aware of any additional resources, either beyond your school or in the community, that could enrich your teaching of this content?

I am a member of MAHPERD, that allows me to access seminars, webinars, publications, and videos on eclipse ball. I also use the internet to read and watch various drills and learn skill building techniques.

3. What resources are you aware of that can help you extend your own knowledge of either this content, or in how you teach it?

There are amazing webinars, seminars, books, publications, and associates for coaches and physical education teacher both at a local level and at a national level. These can help with how I teach the skills and help to improve my knowledge of the content.