### 7th Grade Physical Education
**Water Polo LESSON PLAN**

Name: Katrina Spears  
Date to Teach: 4/6

Lesson Topic: Shooting and Aiming with a review on Passing  

# of Students: 30-32  
Grade Level: 7th  
Length: 50 minutes

Equipment: 10 Water Polo Balls, 12 soft water usable balls, 8 cones or 4 benches for goals, 32 cones or pins

Objectives: TSWBAT

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<tr>
<th>COG</th>
<th>Objectives</th>
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| 1. correctly identify the proper rules used when shooting and throwing.  
2. state the cues used in a shot  
3. identify when the proper technique have been used (all with 70 - 80% accuracy for each) | |

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<tr>
<th>PSY</th>
<th>Objectives</th>
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<td>Execute the proper throwing/shooting technique used in the game of Water polo with 70-80% accuracy.</td>
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<th>AFF</th>
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| 1. stay on task as well as cooperate and show respect for the others in the class.  
2. enthusiastically participate in the classroom activities without delay or causing disruption. (all with 75-80% accuracy for each) | |
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<th>Lesson /Activity/Teaching Progressions</th>
<th>Organization</th>
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| 8 min | **Warm-Up:** Change and come to the pool area **Warm-up:** Start with a game of monkey in the middle and when the whistle blows you will then switch places, not while playing. This will review the passes we learned the other day by remembering to:  
- point to target with the opposite hand and hip  
- rotate lower then upper body toward target  
- elbow toward target  
- reach with arm, release  
- follow through  

Cues:  
It will also work on some defense.  
- hands up  
- between the ball and other player  
- keep moving  

Adaptations:  
Simplified: They will pass a ball back and forth between their partner without a person in the middle.  
Difficult: I will add another person in the middle which will make the partners have to move around more. |

| 5 min |  |
| 3 min |  |

| 2 min | **Introduction:** Today we will be continuing to perfect our aiming and shooting skills while playing two games: 5-alive and trench ball before bringing the skills into the full game as a class.  
Check pulse before game |  |
Body: 5-Alive
For this game there will be one goalie and one shooter, standing about 6 meters away from the goal. The goal will be about 2 meters wide and a foot and a half high, sitting on the deck. The other five to six students in the group will be in a line next to the shooter. This game is a lot like lightning where you are trying to move into position as quickly as possible. When the game begins the shooter will take a shot, making sure s/he are not touching the bottom when s/he shoots. The same time the goalie will be trying to block the shot. After the shot is taken the shooter quickly becomes the goalie and the student who was the goalie will retrieve the ball and pass it to the next person in line. The goalie will then move to another court and get into the line there (key: you have to go to each line before you repeat the lines again). The student who is now the shooter with the ball will now try to score on the new goalie. The class will be separated into four equal groups, and a point will be rewarded to each person when s/he either score a goal or when s/he block a goal.

Safety:
- Do not throw the ball at a person if they are not looking
- Do not swim in front of a person shooting while moving to another net, be sure to go behind
- Give the person shooting some room so they can have a good follow through

Adaptations:
- Simplified: I will have the students say as the same goal rather than rotating around the pool to other goals.
- Difficult: I will have the students move farther away from the goal, causing the ball to travel slower as it gets closer to the goal making them need better aim and improved shooting. It will also cause the person to have to move very quickly to play goalie.

Check pulse after game
Body: Trench Ball

For this game there will be two equal teams with each student having a bowling pin that s/he will be able to set up on the deck. The goal will be to knock the other team’s pins down, however remember that when throwing you can not be standing on the bottom of the pool, nor can you jump up off the bottom to throw the ball. You are also not allowed to touch the bottom when catching or blocking a ball thrown at your pin. You also can’t use the wall to help you get farther out of the water or reach farther onto the deck. If I catch anyone using the bottom when they have a ball they will have to sit out for a minute and then they will be able to go back in, unless their cone was knocked down then they will be in the trench. However, if you need to rest you can put your feet on the ground or hold on to the side, just remember to pick them up or let go before you block, reach, or throw a ball. When a student’s pin is knocked down s/he will have to get out of the water and (WALK) over behind the other team’s line or pins. In order to get back into the game a team member will need to throw the ball to you and you will need to catch it. The student will then be able to set the ball down and walk over to the their side and set their pin back up, showing they joined in the game.

Safety Rules:
- Do not throw the ball at a students head
- Do not stand with your head in front of your pin
- Be careful of those around you
- If tagged out or into the game just set the ball you have down where it is and walk to the designated area.

Adaptations:
- Simplified: When out, student only need to touch a ball that was thrown to them and not necessarily catch the ball.
  - We will also play in a smaller area which will bring the cones closer together, creating a bigger target.
- Difficult: When out students will have to catch the ball that is thrown to them with one hand as well as throw the ball back to the that same player and have them catch the ball with two hands or one hand to make it even more difficult.
  - We will use a bigger area which may force people to leave their cones in order to get an opponent out.

Check pulse after game

I will count and those on the one side of the pool by the goals will remain there and those by the other side of the pool will remain there. Each person will then go and get their own cones to set up anywhere in the shallow end while I bring out the other balls.
| 12 min | **Body:** Game with Class  
The class will be separated into teams of 7-8 on 7-8, playing two separate games with one in the shallow end and one in the middle of the pool and no one in the deep end. Their will be roped buoys serving as a boundary between the two games.  
Rules: Goalie -Can stand on the ground  
-Catch and throw with two hands  
Players-Can not stand on the ground when they catch, throw, or move about the pool  
-Cannot foul the other team (like basketball foul) by pushing their arms, reaching  
-Have to catch the ball with one hand  
Game will be played for 4 min then a 2 minute break to check their pulse, rest, get some water to drink, and strategize. Players will then rotate courts and start a new game.  
Adaptations:  
Simplified: I will have the students play for a shorter period of time.  
: Rather than games of 7-8 on 7-8 I will have smaller games of 3 on 3.  
Difficult : I will have the students play for a longer period of time.  
: I will also expect the students to follow the rules more than before (I will be calling all the fouls and penalties I see rather than just the main, obvious, or bad fouls). |
| 7 min | **Culminating Activity/Closure:**  
**Evaluative Questions:**  
Students: 1) What are the cues for a throw?  
A. Point, rotate hip -shoulder, lead with elbow, follow through  
2) What are the rules when catching and throwing the ball?  
A. You must be off the ground, can only use one hand  
3) What is the importance of being able to pass and catch?  
A. It takes away or minimizes the chance for the defense to get the ball  
4) What are some things that you do now that you may need to work on?  
5) Were you active during class, Did you get your heart rate up for a good workout?  
2 min | They will be out of the pool at the shallow end, either sitting on the edge or along the wall on a bench.  
5 min | Time to change |
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<tr>
<th>Question</th>
<th>Answer</th>
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<td>1. What is your overall reaction to the lesson?</td>
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<td>How do you feel about the students' performance/behavior?</td>
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<td>How do you feel about your teaching performance?</td>
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<td>2. Which of your objectives were accomplished?</td>
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<td>Which ones were not?</td>
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<td>3. What were your students' reactions to the lesson?</td>
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<td>4. What will you do differently next time? (Be specific)</td>
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