



# Rio Grande Educational Collaborative

## Before and After School Program Lesson Plan

**TITLE OF LESSON:** Dodgeball

**DATE:**

**SITE NAME:**

**CLASS SIZE:**

**NAME(S) OF INSTRUCTOR:**

**DURATION OF LESSON:**

**CREDIT (website used/name of author):** <http://www.kids-sports-activities.com/dodgeball-games.html>

**COMMON CORE STANDARDS:** CCSS.ELA-LITERACY.SL.1.1.B, CCSS.ELA-LITERACY.SL.3.1.B, CCSS.ELA-LITERACY.SL.5.1.B

### LEARNING OBJECTIVES:

**Students will understand the following:**

- Develop verbal and nonverbal communication skills
- Adapt and strategize with teammates

### ACTIVITY:

#### Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

Explain the rules to students before leading the game:

The first team to eliminate all opposing players is the winner. Each game has a 3-minute time limit. If neither team has been eliminated at the end of the 3 minutes, the team with the most players still in the game is the winner.

Flow of the game:

1. The game begins with the "opening rush."
2. All 6 dodgeballs are lined up along the centerline; 3 on one side of the center hash mark and 3 on the other side.
3. Players position themselves behind their respective end lines.
4. On the official's signal, both teams run to center court to get their balls. This signal officially starts the game.
5. Players proceed to eliminate other players by hitting them with the balls.

A team may rush with as many or as few players as it wants. There's no limit to how many balls a player may retrieve. Players may not grab opponents and pull them across the neutral zone or prevent them from returning to their side of the court.

Once a ball is retrieved, it must be taken behind the attack line before it can be legally thrown. This can be achieved in several ways:

-A player may carry it across the attack line.

-A player may pass the ball to a teammate who is behind the attack line or who carries it across the attack line.

-A player rebounds the ball off of the back wall (if the court is enclosed).

A player is "out" if:

- They get hit by a ball below the shoulders – The ball may not hit the floor or wall first.
- They drop a ball that's thrown to her.
- Their ball is caught by another player.
- They step out of bounds – During play, players may only leave the playing area to retrieve a ball, and they may only leave through their end line. They must also re-enter the game through their end line.
- They cross over the neutral zone – Players may step safely into the neutral zone, but they may not step over the neutral zone line on the opponent's side of the court.
- They slide or dive head first into the neutral zone.
- A ball hits them and another teammate (they are both out).
- They get hit by a ball rebounding off of a ball lying on the court.
- They hit an opponent in the head with the ball.

Blocking - Players can defend themselves by blocking a ball coming at them with another ball, but they have to maintain control of the ball they are blocking with. If they drop the ball, they are "out."

**MATERIALS:**

**The following materials or equipment needed for this lesson:**

(Include special equipment request)

- Soft foam balls
- Something to mark the centerline (cones, rope, etc.)

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. How do you rate your lesson? (1-10) Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SITE SUPERVISOR'S REFLECTION:**

**Reflection on the instructor's lesson:**

1. How many students participated in lesson? \_\_\_\_\_
2. How many instructors participated in lesson? \_\_\_\_\_
3. Did the students enjoy the lesson? \_\_\_\_\_
4. What part did the students enjoy? \_\_\_\_\_  
\_\_\_\_\_
5. What part did the students NOT enjoy? \_\_\_\_\_  
\_\_\_\_\_
6. What could have been changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)  
\_\_\_\_\_  
\_\_\_\_\_
9. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_