






Grade: 9-12	Subject: Physical Education- Tchoukball Game
Materials: Tchoukball cue cards, 2 rebound surfaces, 2 Tchoukballs	Technology Needed: Music (background noise)
Instructional Strategies:  Direct instruction  Peer teaching/collaboration/cooperative learning  Guided practice	Guided Practices and Concrete Application:  Large group activity  Hands-on
Standard(s) <ul style="list-style-type: none"> ✓ Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. ✓ Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. ✓ Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. 	Differentiation Below Proficiency: - I will have students partner up and practice individually playing catch against the net to become comfortable throwing and this will allow them to improve their hand-eye coordination as well as receiving helpful tips or suggestions from their partner. Above Proficiency: - I will utilize their above level performance by giving them the responsibility of helping others and becoming somewhat of a “coach” while playing the game. This will keep them from getting bored while still providing positive reinforcement.
Objective(s) Bloom’s Taxonomy Cognitive Level: <ul style="list-style-type: none"> ✓ Identify, explain, and apply the skill-related elements of balance, reaction time, agility, coordination, and speed. ✓ Demonstrate various throwing and catching skills related to the game of Tchoukball. ✓ Apply their knowledge of the rules of the game to the practice and performance of various skills and concepts. ✓ Explain and demonstrate advanced offensive and defensive strategies in sports and games. ✓ Participate willingly in the physical activity. ✓ Acknowledge the performance of others, regardless of the outcome. ✓ Practice conflict management and listening skills in a competitive atmosphere. ✓ Show responsible behavior, and act independently and cooperatively. ✓ Abide by the rules and decisions by the official, and accept the outcome of the game regardless of whether it is a win or a loss. 	Approaching/Emerging Proficiency: - I will have these students specifically focus on the certain skill that they may be close to successfully doing while we are doing target practice at the beginning of class. This way, they can be responsible for pinpointing their weakness and using the strengths to improve on them prior to the game playing. Modalities/Learning Preferences: - During our practice time, I will give these individuals the chance to choose to partner up and have target or to receive one on one help and practice by themselves. As long as they are involved and participating in the game when the time comes, modifications can be made depending on the situation.

Classroom Management- (grouping(s), movement/transitions, etc.)

GOALS TO SUCCESS:

- ✓ Try to the best of my ability to fairly divide the students into teams and be open to adjusting and modifying as needed.
- ✓ Encourage students to be competitive without being too aggressive.
- ✓ Stay on top of it and avoid violent confrontations.
- ✓ Increase self-confidence and ability to focus and use self-control.
- ✓ Reward problem solving as well as physical ability and participation.
- ✓ Teach teamwork and positive social behavior.
- ✓ Remember, no set of rules can replace a student's respect for another student and the ultimate spirit and objective of the game.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

EVERYDAY RULES:

- ✓ All students dress for class unless previously pre-excused for specific reason
- ✓ Every student starts class with 5 participation points and will only lose points if they break one of the "golden rules" posted on the gym wall.
- ✓ Whenever music stops, everyone freezes and waits for further instruction
- ✓ RESPECT: Yourself, Others, Equipment
- ✓ Participation: For the ENTIRE activity
- ✓ Win without gloating-lose without blaming
- ✓ Attempt new things and always try your best, and learn from you mistakes

Tchokball Specific:

- ✓ These rules will be discussed in during the game explanation portion of class following our opening warmup activity.

Minutes	Procedures
10	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ✓ Class time will begin when the students have entered the classroom and gone to the White Board to see what their partner warm-up activity is for the day. They are responsible for completing the warmup activity and recording their results to me. ✓ While students are completing their warm-up, I will be take the rebound surfaces and placing them on the 2 ends of the floor, and then place the remaining equipment (2 tchoukballs) and the cue cards in the middle of the gym floor where we will be doing our game explanation and demonstrations. <ul style="list-style-type: none"> o Partner Warmup: Jog 5 laps, followed by partner burpee challenge. The first partner to reach 50 in the 10 minutes allotted for warmup will get 5-star points to go towards end of the year prizes.
10	<p>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ✓ Once I have split the class (fairly as possible), into two teams of 10 players, we will break up and begin practice throwing at the target. The class will line up on the 2 free throw lines and will do the following. <ul style="list-style-type: none"> o Students will be able to use their catching and throwing skills while practicing throwing and then catching off of the actual Tchoukball frame. The first student throws and then goes to the end of the line. The next student in line catches the rebound and then makes a shot and continues to the end of the line. o We will spend 5 minutes doing this and then once finished we will do a brief 5 minute breakdown of the history of Tchoukball.

<p>10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) <u>Key Rules Breakdown:</u></p> <ul style="list-style-type: none"> ✓ One rebound frame is placed at each end of the field and a semi-circle directly in front defines the “forbidden zone.” ✓ The ball must never touch the ground. ✓ During any phase of the game, the ball stays in the hands of one team. ✓ Players of one team are not allowed to interfere with players of the other team ✓ They cannot intercept passes, or interfere with the movement of the person carrying the ball. ✓ There are no designed sides (each team may shoot the ball at either rebound). ✓ No more than 3 passes before a shot. ✓ No more than 3 steps by a player while holding the ball. <p>- I will do a visual instruction breakdown of what these actions will look like and use students to demonstrate what it looks like when following the rules correctly and vice versa.</p> <p>- Cue Cards with illustrations and descriptions of the rules will also be used to help students gain a better understanding by both visually seeing the breakdown as well as hearing. These cards will remain up on the bulletin board for the duration of the unit for students to refer to if they need to. This is a modification that is essential for my student who is hearing impaired. This the illustrations and visual demonstrations will allow for him to learn at the same speed and extent as the rest of the class.</p>
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <u>“GAME TIME!!”</u></p> <ul style="list-style-type: none"> o Students will now place a brief game of Tchoukball to get acquainted with the game in general and this practice session will allow us to iron out all the details so that the following 2 days of the unit can be spent playing the game for the entirety of the class period. o The two divided teams will divide their players into 3 separate areas. Two areas by each frame and one in the middle of the playing field. If I see the need I can modify the number of players in each area but 3 is the desired number. o Since Tchoukball is a game with a very different concept it can sometimes be difficult to pick up quickly and this is why the best way to teach and for the students to learn is by them simply just playing the game. Throughout the game today I will consistently guide, direct, and clear up any confusion by pausing play and regrouping to reinforce the rules of the game. o On this first day, I will take what I observed and modify accordingly to maximize the participation, understanding and different abilities and needs.
<p>5</p>	<p>Review (wrap up and transition to next activity): <u>CLOSURE:</u></p> <ul style="list-style-type: none"> ✓ Students in a large circle in the middle of the gym to have a quick closing discussion on thoughts of the first day of playing Tchoukball. ✓ I will lead the session that will focus on reviewing the rules and overall concept of the game. During this time I will use students for demonstration so there will be a visual subject to study. ✓ For example, “where does the ball have to cross after a point is scored?” “How does a team score a point?” etc. ✓ To wrap up, I will ask students for their honest and direct feedback about how they felt about the game. Do they like playing it? And what are their specific reasons for why or why not? ✓ Post discussion we will conduct our routine “clap down” followed by the high-five exit by the students. (Rule-Everyone leaves with a high-five and smile)

