

EPE300 – Physical Education Unit Plan

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Grade: 9

Topic: Personal development and Invasion/ territorial Games: Tchoukball

Unit Learning Outcomes:

9.1 (Health-related Fitness) 9.4 (Skill Related Fitness) 9.5 (Complex Skills) 9.6 (Games, Tactics, & Strategies)

Brief explanation of the alignment to the curricular outcome(s) and indicator(s):

A large focus of our unit is focusing on the skill development that is stated in Outcome 9.5. We chose to build our unit off of the TGFU category Invasion / territorial game that works towards outcomes 9.5 and 9.6. We chose a unit so strongly based in team sport development that we are also sure to touch on aspects of personal development in outcomes 9.1 and 9.4. With the development from individual skill to the team based game and skills we are meeting our outcomes while teaching the game of Tchoukball.

PE9.1 Examine and apply the principles of training (i.e., overload, progression, specificity, adaptation, use/disuse) to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility).65

PE9.4 Implement personal plans for improvement of a self-selected skill-related component of fitness (power, agility, speed, reaction time, balance, and coordination) as it applies to complex movement skills used in a sport or activity of interest (e.g., power in the legs to increase vertical jump for volleyball spike, agility for avoiding a pin in wrestling, balance used in ballet, coordination used in juggling or cup stacking).

PE9.5

Build skills towards proficiency in four self-selected complex movement skills including one from four of the following categories:

- target games (e.g., bowling, curling, golf, archery)
- striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)
- net/wall games (e.g., badminton, tennis, table tennis, volleyball)
- invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)
- alternate environment activities (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skateboarding, cycling)

- body management activities (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics).

PE9.6

Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:

- target games (e.g., bowling, curling, golf, archery, bocce ball)
- striking/fielding games (e.g., long ball, softball, slo-pitch)
- net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)
- invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)
- low-organizational, inventive, and cooperative games (e.g., capture the flag, prisoner's base, speedball, kick the can, bombardment, dodgeball).

Rationale of the unit: why are we doing this?

This is a great way to engage and learn new game tactics. These are stepping stones to get to the final day. We are aligning everything to grow as a group of individuals. We also are doing this so students can improve with the skills that are provided.

What is happening during the unit:

During this unit students are exploring different skills, tactics and strategies that come with invasion territorial games and specifically within our unit, Tchoukball. There is also a personal development aspect in our unit as students are expected to set goals and work towards them while practicing and developing skills. This personal development aspect is important to help students as individuals while working within teams. There is time near the start of our unit to give students focused attention onto targeted skills then further working into game play that develops their tactics and strategies.

Day 1 Emma Zieglgansberger	Day 2 Emma Zieglgansberger
Outcome(s): 9.1, 9.4	Outcome(s): 9.1, 9.4
Indicator(s): C (9.1) (health related fitness)	Indicator(s): A (9.4) (skill related fitness)
Lesson focus: Goal setting	Lesson focus: Individual skills
Acceptable evidence (Assessment): 5 min at the end Exit slip	Acceptable evidence (Assessment): 5 min Exit slip
	Intro: 10 min

<p>Intro: 10 min</p> <p>warm up. discuss our end goal of today. ask questions like: do you know what Tchoukball is? Do you know what skills you will be needing to eventually achieve the end goal? have individuals think about what goal they would like to achieve by day 8. discuss the outcomes and indicators we are aiming to achieve today.</p> <p>Learning Activities (tasks)</p> <ul style="list-style-type: none"> ● smart goals: specific, measurable, achievable, relevant, time. <p>basics: 20min</p> <ul style="list-style-type: none"> ● how to throw ● how to throw to a target. ● how to catch ● break down on how someone can improve their skills. Go over the rules of the game. <p>level up: 20 min</p> <ul style="list-style-type: none"> ● making these skills harder by using a variety of balls, distances to the target. ● using different levels: standing, crouching, kneeling ● spin around 10x then try hitting the target (see how different it may be and how accurate your throw will be) <p>Closure: 10 min</p> <ul style="list-style-type: none"> ● How do the students feel? ● ask the individuals to feel ready for the next outcome and discuss the plan for the next day. ● Why did I teach you about goal setting? ● Why is this important? ● What are we aiming for as a class? 	<p>start in a circle. warm up. discuss what we will be working on today. (what's the big picture) Does anyone have questions.</p> <p>Learning Activities (tasks)</p> <p>Be aware of the individual goals and discuss why these goals are realistic and why students can improve themselves during this unit.</p> <p>This is an individual skills day.</p> <p>stations: 20 min</p> <p>Have stations that are based on different skill abilities.</p> <ul style="list-style-type: none"> ● Each station will be done individually but can be done in groups. (start individually) ● Individuals will be figuring out what they need to be working on so they can work on goals. ● throwing to a target ● passing <p>switching gears to pair work: 20 min</p> <p>This is a combination of skills. individuals will work with 3 people.</p> <ul style="list-style-type: none"> ● working on passing and throwing with a partner. (keep away) (ask: if we were to modify this, how can we modify keep away depending on someone's needs) <p>modified plan: adapting to someone's needs. Depending on what the need is, we will be including everyone to be involved.</p> <p>Closure: 10 min</p> <p>thoughts? group discussion. What can you work on? What can I as an educator work on? How are we feeling about today and the skills we have worked on? Is everyone grasping the content given? How can we make these individual skills more difficult?</p>
Day 3 (Jarhico)	Day 4 (Jarhico)
Outcome(s): 9.1, 9.4	Outcome(s): 9.4, 9.5
Indicator(s): A (9.1) H (9.1)	Indicator(s): D (9.4)

Lesson focus: Individual Skill Development (choice oriented)

Acceptable evidence (Assessment):

- Visual success and development seen by teacher
- Written evidence of selected goal that student worked towards in stations: 1 they progressed on and 1 they want to work further.

Intro: 10 minutes total

Class will meet at the center of the gymnasium and will then move into the **Dynamic Warm-up: 5 Minutes**

After warm-up students will be asked to reflect on what skill area they would like to develop: 5 Minutes

The students will set a goal for a specific skill that they look to develop today.

The areas include:

- Throwing to a target and rebounding
- Locomotor agility
- Catching a moving object
- Passing

Learning Activities (tasks): 40 Minutes

There will be stations set up through out the gym. Students will have roughly 10 minutes at each station, rotating through stations 1-4. Separate students into 4 groups equally, each student will have a chance at every station.

1. An X on the wall for throwing towards a target and catching it (there should be atleast 5 X's spread out for this station)
2. Up 15 Pylons to weave through using different forms of Locomotor movement (shuffle, run, skip, crossover), could also use agility ladders as another option (remember to state specific safety and expectations: potential tripping hazard). Students can also move pylons to change level of difficulty.

Lesson focus: Cooperative skill component and complex skills

Acceptable evidence (Assessment):

Teacher Observation of skills in game play.

Exit Slip, this exit slip will ensure that students know the rules that come along with Tchouke Ball. This assessment shows understanding for more development towards game play.

Intro: 5-7 minutes (two rounds)

Warm-up Game: Volcanos and icecream cones

Start with cones spread out throughout gym, try to evenly make some upside down and some right side up. Separate students into two teams 'Volcanos' and 'icecream cones'.

'Volcanos' will flip all the cones right side up while 'Icecream cones' flip them upside down

1. On "GO", players run around and turn over as many cones as possible, as assigned to their team cone type
2. Keep going, turning over as many as you can
3. After 2-3 minutes, the teacher blows the whistle or indicates the round is over, all players must stop and put their hands on their head
4. The team with the most cones in the correct position 'wins'
5. Play multiple rounds, switching sides: volcanoes <> ice-creams

Rules:

- You are not allowed to block others from getting to a cone
- You can only turn 1 cone at a time, then move onto another

Learning Activities (tasks): 40 min

During stretches, students will be introduced to some of the rules of Tchouke ball (10-15 min, depending on questions)

- Forbidden zone

3. Have around 4 nets available. Have students in partners, using a Tchoucke ball net one student will stand on a marker and throw the ball to target and another will have to catch. (Students will take turns in each role.)
4. With markers on the ground in a zigzag students will have a partner (one will move along the left markers and the other will move throughout the right, passing a ball back and forth, focusing on short chest and overhead passes)

Closure: 10 Minutes

At the end of the class students will gather into the center of the gym for a short cool down stretch and they will be asked to reflect on and write down: 1 Skill they felt they progressed on today and 1 Skill that could use more development. Here there is also the opportunity for students to state a skill they want to work on that wasn't a focus for today.

- How to score
- Defensive play, what contact is allowed?
- Offensive play, rules for traveling (3 steps max with the ball)

Here students can ask questions about what this may look like and we will put some of the rules in play today.

Tchoucke ball Lead up game: Open Space Place (25-30 minutes)

The outer boundaries and zones will be established. After the first round students will switch roles.

- Students will be separated into 2 groups Throwers/ Defenders
- 4 nets along one side of the gym (4 people throwing at a time, 1 per net)
- create a scoring area by making a line of poly spots parallel to a line of cones (cones will be farther from the nets)
- Throwers will line up behind cones split up evenly between all four nets.
- Defenders will spread out throughout the rest of general space.
- Throwers will approach the net and throw a ball hard enough so it rebounds into the scoring zone (throwers will have to throw hard and accurate)
- Defenders will attempt to catch the balls to prevent them from hitting the ground within the scoring zone. Defenders cannot block the nets or throwers.

Closure: 10 minutes

Cool down stretch and explain the similarities and differences between the game we played and the game of Tchoukball

Same: Outer zone, concept of scoring, defensive play, skills used

Different: Travelling (more than 3 steps), scoring zone

Students will also fill out a short exit slip stating 3 rules of the game Tchoukball.

Day 5 (Marissa)	Day 6 (Marissa)
<p>Outcome(s): 9.5</p> <p>Indicator(s): A/B (9.5)</p> <p>Lesson focus: Skills and teamwork</p> <p>Acceptable evidence (Assessment): Visual assessment done by the teacher & self reflection exit slip done by students</p> <p>Intro: 10 minutes Class will line up on the sideline and do a dynamic warm up lead by the teacher. Students will be asked to discuss what teamwork looks, sounds, and feels like while participating in the warm up. Once the warm up is finished students will get in a circle at the center of the gym where the teacher will facilitate a discussion about teamwork.</p> <p>Learning Activities (tasks) 40 minutes 20 min The class will break into two even groups and participate in group juggling so they can work on their passing, catching, hand eye coordination, and teamwork. The groups will be challenged with communicating with one another by using teammates names before passing a ball and they will be challenged with having multiple balls in the passing game. Once they begin to get a hang of this they will then compete against the other group to see how many consecutive passes they can get. Their success in this game will rely on their skills and teamwork.</p> <p>20min The class will stay in their two groups and continue with the theme of group juggling, but in order for someone to pass the</p>	<p>Outcome(s): 9.6</p> <p>Indicator(s): A/ F (9.6)</p> <p>Lesson focus: Modified games & self reflection exit slip done by students</p> <p>Acceptable evidence (Assessment): Visual assessment done by the teacher</p> <p>Intro: 10 minutes Class will begin with a quick warm up game of clap and catch. Everyone will have a tennis ball and will be asked to throw the ball up in the air and clap as many times as they can before catching the ball. Students can catch the ball with one or two hands pending on the level of challenge they want. Students can also do this with a partner where one throws the ball and the other one claps as many times as they can before catching the ball.</p> <p>After warming up a little, as class we will discuss and go over the rules of tchoukball before starting some modified game play.</p> <p>Learning Activities (tasks) 40 minutes</p> <p>The class will play two different modified versions of tchoukball</p> <p>Students will be split into two teams and play a 15 minute game of tchoukball with the regular rules, but they will not be allowed to take any steps when they have the ball. This way each team will have to focus on their passing, catching and communication. Score will not be kept in these games and they will instead end when the time ends</p>

ball to a teammate they will have to bounce the ball off of the wall first.

Each team will pick a wall and spread out in their group while facing the wall and prepare to catch the ball. When students get a hang of this activity it can be made more challenging with different modifications such as they cannot pass the ball to someone they are standing to or they must all take a step away from the wall. Students will be challenged with competing against the other team by trying to make the most consecutive passes possible.

Closure: 10 minutes

The class will gather in the center of the gym and form a spread out circle where they would do a short cool down stretch for about five minutes. While stretching they will be asked to reflect on what skills they worked on in the two previous activities.

After stretching they will be asked to write a short exit slip evaluating themselves on what kind of teammate they were while participating in the class.

After the game we will have a 5 minute discussion about the game the students just played and what they liked, what skills were important, and what they felt challenging.

Students will then play another 15 minute game with the regular rules of tchoukball, but this time every member of the offensive team must touch the ball once before trying to score. This will encourage the students to work on their teamwork and communication during game play.

Closure: 10 minutes

For a cool down students will be asked to walk two laps around the gym and then meet in the middle of the court when done.

As an exit slip students will be asked to write down what skills they focused on in the modified games and how it will help them in regular game play.

If there is time we can discuss some student answers as a class

Day 7 Hannah	Day 8 Hannah
<p>Outcome(s): 9.6</p> <p>Indicator(s): B,C (9.6)</p> <p>Lesson focus: Intro to tactics and skill application</p> <p>Acceptable evidence (Assessment):</p> <ul style="list-style-type: none"> - Teacher observations - “Game plan” exit slip <p>Intro: 15 mins, Warm up and review of previous class</p> <p>Log run warm-up game</p> <ul style="list-style-type: none"> - Students lie down on the baseline of the gym with 1-2 feet between them. The student at the end of the line stand up and leap over their classmates' legs, until they reach the start of the line, and lie down beside the first person making sure to leave enough space between them. Continue this until the class completes one lap around the gym. - Make sure to have a conversation with the class about safety, being cautious with leg positioning while students are running above, and maintaining a safe speed while leaping. <p>Dynamic stretch circle</p> <ul style="list-style-type: none"> - complete a variety of arm, shoulder, and leg exercises - while stretching, ask the students questions reviewing previous lessons: <ul style="list-style-type: none"> - What are the rules of tchoukball? - What skills do we need for this sport? - Offensive strategies? - Defensive strategies? <p>Learning Activities 40 mins Teams (10 mins) (teams of 5, planning for 6 teams)</p>	<p>Outcome(s): 9.6</p> <p>Indicator(s): A,D,E (9.6)</p> <p>Lesson focus: Game situations and tactics</p> <p>Acceptable evidence (Assessment):</p> <ul style="list-style-type: none"> - Teacher observation - Checklist: <ul style="list-style-type: none"> - y/n teamwork - y/n sportsmanship - y/n skill application - y/n tactics <p>Intro: 15 minutes</p> <ul style="list-style-type: none"> - Go over the rules of tchoukball (10 mins): <ul style="list-style-type: none"> - Forbidden zone - How to score - Defensive play, what contact is allowed? - Offensive play, rules for traveling (3 steps max) - Answer any questions regarding gameplay, court boundaries, and bracket-style - Give teams 5 minutes to strategize. Have teams brainstorm 1 team goal that they want to achieve and present to the teacher. <p>Learning Activities (tasks) 40 minutes, Round Robin</p> <ul style="list-style-type: none"> - Students will participate in a round robin tournament of tchoukball, playing 5 separate 5-minute-long games (playing each team once). - Teams will be competing in 3 categories: strategy, sportsmanship, and teamwork. - The teams that score the most amount of points during the round-robin will receive bonus points.

- Present to students their randomized, pre-made teams that they will be working in for the remainder of this unit
- Instruct teams to discuss what makes a good teammate, and what each person will do to creating a positive team dynamic
- Have each team decide upon a team name and cheer

Monkey in the middle Tchoukball (20 minutes)

- One team will start on offense (5 players), positioned in a circle with the tchoukball net accessible to score on (4ish feet away from players). The offensive players cannot move while holding the ball. Their goal is to score on the net
- The defensive team will have 3 players on the court, rotating players every 2-3 minutes. They're goal is to stop the offensive team from scoring and strategize ways to prevent scoring.
- Students will play this game for 10 minutes on offense, 10 minutes on defense
- Regroup as a class, and discuss strategy:
 - What worked well on offense?
 - What worked well on defense?

Tchoukball 4 on 4 Continous (10 minutes)

- The students will participate in a game of tchoukball following all regular rules. Each team will follow the rotation of switching from offense, to defense and then another team will fill their place in the game. An example of this rotation will be shown to students to ensure they understand this rotation.
- Two teams will start on the court. The rest of the teams will be split evenly and be waiting on either side of the court, ready to hop in once there is a possession change.
- Allow game play while teacher observes team cooperations, tactics being used, and application of basic skills (throwing, catching, passing)

Closure: 5 mins

- After each game, teams will provide the teacher with their assessment of the opposing team on the 3 categories stated above, on a scale out of 10.
- The two teams on the side-lines will act as make-shift referees for the games being played while they wait.
- Once the round-robin is completed, students will complete a written assessment for themselves on the three categories on a scale out of 10, and hand it into the teacher at the end of class

Closure: 5 minutes

- As a class in a circle, students will take turns sharing reflections on the round-robin and overall unit. The teacher will provide positive comments on the teamwork and strategies observed during the round-robin. The teacher will present the winner of the round-robin tournament based on teacher observation, and the scores that teams rated each other during the round-robin.

Tchoukball gr. 9 PE

Round 1

A court	B court	A court
1. Team 1 4. Team 4	2. Team 2 5. Team 5	3. Team 3 6. Team 6

Round 2

B court	A court	B court
1. Team 1 2. Team 2	3. Team 3 4. Team 4	6. Team 6 5. Team 5

Round 3

A court	B court	A court
1. Team 1 3. Team 3	6. Team 6 2. Team 2	5. Team 5 4. Team 4

Round 4

B court	A court	B court
1. Team 1 6. Team 6	5. Team 5 3. Team 3	4. Team 4 2. Team 2

Round 5

A court	B court	A court
1. Team 1 5. Team 5	4. Team 4 6. Team 6	2. Team 2 3. Team 3

Create a "game plan" exit slip with your team. Each person will individually fill out an exit slip including 3 strategies/tactics your team plans to use during games, 2 things you did well this class, and 1 thing you want to improve/work on next class