

Subject/Grade: 9 Physical Education **Lesson Title:** Tchoukball Day 8 **Teachers:** Marissa Rodde, Emma Zieglansberger, Jarhico Kenyon, Hannah Klassen

LESSON FOCUS: Game situations and tactics

Stage 1: Identify Desired Results

Outcome: 9.6 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).

Indicator(s):

A) Participate, at moderate to vigorous levels, in a variety of game situations to practice the application of tactics, strategies, rules, and skills of play.

D) Demonstrate a personal understanding of effective tactical and strategic decisions to be used in given game situations.

E) Work towards a level of automation (i.e., can perform with control, smoothly and without hesitation) in the application of some self-specified, team-specified, and/or teacher-specified tactical decisions while participating in game situations.

Key Understandings: ('I Can' statements)

- I can participate in activities at moderate to vigorous levels, while following the rules and using strategies
- I can apply my understanding of good tactical and strategic decisions in game situations.
- I can work with others and display positive teamwork and sportsmanship while in a game situation

Essential Questions:

- What makes a game more enjoyable and challenging, and how can I actively contribute to the fun and excitement?
- Can you recall a time when you had to make quick decisions during a game, and how did those decisions affect the flow of the game?
- Think about a game where teamwork and sportsmanship played a crucial role. What did you and your teammates do to create a positive game atmosphere?

Prerequisite Learning: Students should be familiar and confident with the basic skills of tchoukball (ex. catching, passing, throwing at a target, rebounding). Students should be familiar with the rules of tchoukball, as explained in previous lessons of this unit. Students should have a good understanding of various strategies for net/wall game situations. As well students should be able to follow instructions and participate to their full ability.

Instructional Strategies:

- Physical and verbal instruction for game play
- interactive teaching (asking students if they know the rules and to explain what they know)

Stage 2: Determine Evidence for Assessing Learning

- Teacher observation
- Checklist:
 - y/n teamwork
 - y/n sportsmanship
 - y/n skill application
 - y/n tactics

Stage 3: Build Learning Plan

INTRO (Engagement):

Length of Time: 15 min

- Go over the rules of Tchoukball (10 mins):
 - 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.

Development: Tchoukball Round Robin

Time: 40 min

- 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 points during the round-robin will receive bonus points.
- 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

Learning Closure:

Time: 5 min

- 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.

Materials/Resources:

- Tchoukball
- Tchoukball net
- Pinnies
- Gym space- boundaries

Possible Adaptations/

Differentiation:

- Write the rules of the game, the teams, and the assessment points on a white board for a hearing impaired student
- Pre designed teams made by a teacher to consider both high and low level students
- Use a larger and lighter ball (ex. beach ball) for lower skilled students
- Modification of game play rules if all students are struggling< imputing an extra step
- Outline the court with cones for visually impaired students (more for color blind) to help them with in and out of bounds

Management Strategies:

- Clap once if you hear me, clap twice if you hear me OR Count down “Eyes on me in 5,4,3,2,1”
- Ask 3 before me
- Hand signals (hand up means mouths closed, eyes up and hearing) & hand signals for game play Hand Up means STOP play.

Safety Considerations:

- Ensure students have proper footwear.
- Keep objects away from side and base lines to prevent tripping

- Emphasize for students to remain spatially aware of boundaries.

Stage 4: Reflection

Backwards by Design Lesson Plan Template

Tchoukball gr. 9 PE

Round 1

A court
 1. Team 1
 4. Team 4

B court
 2. Team 2
 5. Team 5

A court
 3. Team 3
 6. Team 6

Round 2

B court
 1. Team 1
 2. Team 2

A court
 3. Team 3
 4. Team 4

B court
 6. Team 6
 5. Team 5

Round 3

A court
 1. Team 1
 3. Team 3

B court
 6. Team 6
 2. Team 2

A court
 5. Team 5
 4. Team 4

Round 4

B court
 1. Team 1
 6. Team 6

A court
 5. Team 5
 3. Team 3

B court
 4. Team 4
 2. Team 2

Round 5

A court
 1. Team 1
 5. Team 5

B court
 4. Team 4
 6. Team 6

A court
 2. Team 2
 3. Team 3