**Gym Activities – Speedball and Tchoukball**

Grade/Subject: Physical Education Lesson Duration: 90 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Demonstrate etiquette and fair play** |  | **Observation** |
| **Develop and apply practices that contribute to teamwork** |  | **Observation** |
| **Clarify the positive benefits that occur as a result of participation in physical activity** |  | **Discussion** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Dd!****Resource #2: Program of studies** |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| * **Tchoukball**
* **Nets for Tchoukball – Cones to make the crease**
* **Speedball – soccer nets, basketball nets**
* **Indoor soccer ball**
* **Pinnies**
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| **PROCEDURE** |
| **Introduction** (\_\_min.)**:** |
| \* After their break\**Attention Grabber:* Warm up – as quick as you can touch two black lines, 2 green lines, 3 walls and give three different people a high five. Get a partner, do a sky bump. (Two low high fives, and jump and hip bump). Sky bump with a new partner, and then come into the ball box and white board.*Assessment of Prior Knowledge:* Who has played speedball before? – What rules can they tell me? Who has played Tchoukball before? – Who can tell me some rules?*Connection to Curriculum:* What types of skills are we working on when we are playing these games? \*\*Stop them half way through the games. *Expectations for Learning and Behavior:* I expect everyone to be good teammates and work hard during these games, *Advance Organizer/Agenda:* there will be a game of speedball on one side of the gym, and one game of Tchoukball on the other.*Transition to Body:* Getting into teams and organizing what the subs will do, when we sub, and when we will switch games. |
| **Body** (\_\_min.)**:** |
| ***Learning Activity #1:*** \* while you are playing the games today think about which fitness components we are developing or would need to be successful in these games. The class will be at center and we will talk about the rules of speedball and of Tchoukball. – Fitness components on the white board. \*Half time break discussion about which fitness components we are working on.MAKING TEAMS: SPEEDBALL: Five players on each team on at a time, game begins with a jump ball, if the ball is in the air then you can’t run with it, you have to pass it, if the ball is dropped and hits the ground then you must kick the ball and play it on the ground. BUT – if you are on the sidelines you can pick the ball up and pass it in to your team, making it an air ball. Only the goalies are allowed in the crease. 2 points for scoring a basket, and 1 point for scoring in the basketball net. If there is a foul you can have a free kick or a free throw from that spot – but you cannot score on a free kick or a free throw.TCHOUKBALL: The game starts with a jump ball; you can take three steps with the ball, or three bounces, before you have to pass. You aren’t allowed in the forbidden zone in front of the net. You have to bounce the ball off the net to a teammate to catch, if your teammate catches the pass off of the net then you get a point and it’s the other team’s ball. If there’s a foul then the other team gets the ball where the foul occurred.*Assessments/Differentiation:* Observation – effort, teamwork*Motivation:* Development of fitness components, personal performance improvement***Learning Activity #2:****Assessments/Differentiation:**Motivation:* |
| **Closure** ( \_\_min.)**:** |
| *Consolidation/Assessment of Learning:* By a show of hands, who like speedball more than Tchoukball? – Call on someone – “how come?” *Feedback From Students:* (What skills, or components of fitness were we working on? – depending on half time discussion) Put equipment away and they are done class for the day.*Feedback To Students:* How I thought they did, what I saw.*Transition To Next Lesson:* New activity |