

# MS PE Tchoukball

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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Tchoukball is a great activity that keeps people active well into their adult years. Tchoukball is a fairly new activity that is new to our students. Students will learn proper techniques for dribbling, passing and shooting. They will learn offensive and defensive strategies as well as the rules and history of the game. This game can be played indoor or outdoor in the winter or the summer. It is an inexpensive game that can be played and enjoyed by all.

## Essential Questions:

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1. What are some aspects of this game that differ from most games we play?
2. Why did Herman Brandt invent the game of Tchoukball?
3. How did tchoukball get its name?
4. How do you regain possession of the ball in tchoukball?
5. What is the forbidden zone?
6. How does teamwork today have a positive influence on the students lives in the future?
7. What is the role of personal responsibility in a group setting?
8. To what extent does strategy influence performance in competitive games and activities?

## Enduring Understandings:

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1. Tchoukball is different than most games we play. There is no defense. You can score at either end of the field. You are only allowed 3 steps with the ball and able to hold onto it for 5 seconds before you must pass or shoot.
2. Tchoukball was invented as a fun game that creates a lot of movement with the emphasis on lowering the risk of injury.
3. Tchoukball gets its name from the "Tchouk" sound it the ball makes when it hits the rebouncer.
4. You can regain possession of the ball when a point is scored by the other team, the other team misses the

rebounder on a shot or pass is not completed by the other team.

5. The forbidden zone is an area around the rebounder that no one (offense and defense) is allowed to enter.
6. Being able to work on a team now, increases the chances of students to be able to work collaboratively with future co-workers.
7. Strategy comes into play a lot with Tchoukball because of the different rules of the game. Quick passes and moving from end to end can allow you to score more efficiently.

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### **Standards/Indicators/Student Learning Objectives (SLOs):**

HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
HE.6-8.2.2.8.MSC	Movement Skills and Concepts
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HE.6-8.2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.  Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

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### **Lesson Titles:**

Lesson 1 - History and Rules of Tchoukball (Study Guide and Packet)

Lesson 2 - Technique and Strategy

Lesson 3 - Small Group Work and Practice Games

Lesson 4 - Gameplay

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### **Career Readiness, Life Literacies, & Key Skills:**

WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.Cl.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT

Critical Thinking and Problem-solving

Brainstorming can create new, innovative ideas.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

## Inter-Disciplinary Connections:

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LA.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

## Equity Considerations

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### Amistad Mandate

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Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- Amistad
- Contributions of African Americans to our society
- Slavery in America
- Vestiges of Slavery in this country

### Holocaust Mandate

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias

- Bigotry
- Bullying
- Holocaust studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- Economic
- Political
- Social

## **Climate Change**

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<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: [https://www.espn.com/nfl/story/\\_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl](https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl)

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

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Writing prompt

Skills Based Assessment

Reading response

## **Summative Assessment:**

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- Alternative Assessment
- Written assessment

## **Resources & Materials:**

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Unit Packet & Study Guide

Tchoukball Rebounders

Pinnies

Tchoukball

Cones

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. The students will be able to implement different strategies to increase their chances of scoring.
2. The students will be able to critique themselves and the other team to ensure the rules are being followed.
3. The students will be able to explain the different types of rules and challenges presented in tchoukball.
4. The students will be able to recall certain rules and facts about the game of tchoukball.

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

### **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)

- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples

- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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TECH.8.1.8.D.4

Assess the credibility and accuracy of digital content.

## **Computer Science and Design Thinking Standards**

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