

<b>Lesson no.</b> <b>3</b>	<b>Subject:</b> Tchoukball	<b>Lesson description:</b> Strategies in the game	<b>Year:</b> 9	<b>Group:</b>	<b>Ability:</b>	<b>Day:</b>	<b>Period:</b>	<b>Duration:</b>	<b>Total No.: M: F:</b> SEN:
<b>Objectives:</b>	To use creativity and imagination in planning offensive and defensive strategies and tactics. To produce offensive and defensive formations for when in attack and in defence. To incorporate previously learnt skills and tactics into these strategies.								

Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Ask students how they could make warm up easy / harder / intense	Observe pupils performances <input type="checkbox"/> Use warm up cards with key phrases	<b>R+</b> Leaders understand and manage risk and the consequences of risky behaviour.	<b>Science:</b> Energy changes and transfers <b>Objectives:</b> "heating and thermal equilibrium": explain how temperature difference between two objects leading to energy transfer from the hotter to the cooler one and how such transfers tending to reduce the temperature difference <b>Student expectations:</b> I can explain how heat moves from one object to another and what direction the heat moves.	<b>Muscles of the body</b> This still covered in addition to identifying bones at the following locations; <ul style="list-style-type: none"> <li>• Head - cranium and mandible</li> <li>• 5 regions of the vertebral column - cervical, thoracic, lumbar, sacrum, coccyx</li> <li>• Chest - sternum and ribs</li> <li>• Shoulder - scapula, humerus and clavicle</li> <li>• Elbow - humerus, radius and ulna</li> <li>• Hip - pelvis and femur</li> <li>• Knee - femur, tibia and sat in front of the knee joint patella</li> <li>• Ankle - tibia, fibula and talus</li> <li>• Foot - tarsals, metatarsals and phalanges</li> <li>• Hand Carpals, metacarpals and phalanges</li> </ul> Students recall the theoretical elements from the previous lesson, applying them to the different phases of dribbling and shooting developing an understanding that similar movements of the body are present in different skills/sports.	
<b>Student Stretches</b>	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to tchoukball	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to show stretches for certain muscles used within Tchoukball	Observe students 👏 Ask students for feedback regarding stretches for Tchoukball		<b>Maths:</b> Reverse percentage calculations <b>Objectives:</b> To calculate the reverse percentage <b>Student expectations:</b> I know what is the original price after a 20% reduction is	<b>Musculoskeletal system</b> Structure of a synovial joint. Look at the structure of the knee as a synovial joint and how this functions when performing a skill; <ul style="list-style-type: none"> <li>• Synovial membrane</li> <li>• Synovial fluid</li> <li>• Joint capsule</li> <li>• Bursae</li> <li>• Cartilage</li> <li>• Ligaments</li> </ul> <b>Muscles and muscle groups</b> Look at how the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement. Specifically, when extending/flexing at the knee before then jumping into layup. From this students, should understand the roles that the muscles, bones, tendons and ligaments play in allowing movement at a joint i.e hinge joint; <ul style="list-style-type: none"> <li>• bones are connected via ligaments to form the synovial joints (look as above for synovial joint),</li> <li>• muscles contract to move bones connected by ligaments,</li> <li>• the muscles work as antagonistic pairs to create the movement, for example the gastrocnemius and tibialis anterior acting at the ankle.</li> </ul> Students should compare joints and the movement they allow, identifying where these movements are found in Tchoukball.	
<b>Strategies in the game - Defensive - Offence</b>	5 V 5 GAME – Full court at one net - others are 2 REF's 1 officiates while the other referees only on timing (e.g. the 3 second rule) – 1 scorer - 1 timekeeper: - They swap over when one has got 7 points - Focus on - creating scoring opportunities from set plays/turnovers - effective defensive positions when not in possession.	To use creativity and imagination in planning offensive and defensive strategies and tactics To produce offensive and defensive formations for when in attack and in defence To incorporate previously learnt skills and tactics into these strategies To understand and know the rules governing fouls, contact, possession time.	- They cannot go out of court in contact with the ball. - No contact allowed - Must play within laws - They can use any type of method within the rules to advance. - Think of how 3 passes can outwit your opponents.	↑ Use opposite hand to shoot	Video performances and enable the students to analyse their Strengths and Weaknesses in developing skills, techniques and components; making and applying decisions; and the ability to change to demands within performances and analyse each fast break  <input checked="" type="checkbox"/> Pupils highlight and explain the strategies used in the fast break and the roles of players  👁 Assess the decisions made by support players 👁 State on the whiteboard why they were not successful performing a passing, shot, footwork or interception	✍ Pupils devise strategies and skills to improve performance and gain ascendancy 🗨 Pupils discuss how to gain an advantage over competitors ✍ Pupils produce tactics and attacking strategies from the fast breaks <b>R+</b> Students are able to use the correct decision-making choices <b>R+</b> Students must be able to develop effective decision-making skills <b>R+</b> How can students teach others how to handle losing amicably			
	5 V 5 Full GAME			↑ Pressurise attackers	👁 Defending skills assessed in the competition 👁 Assess the influential strategies and tactics used 👁 Attacking skills assessed in the competition 👁 Assess why they were not successful 👁 Assess the mistakes made within the small games				
<b>Leadership &amp; Coaching</b>	Add into the games situations that are commonly found Pupils discuss as a whole group their tactics and formations. And how they are going to break each type of defence down.	To understand how to coach and lead a team correctly To comprehend and grasp what skills and attributes a coach / leader need to have and show To use imagination and creativity to produce new formations and tactics in a full sized game. To be able to communicate correctly and accurately for all students To comprehend and grasp the different types of tactics used	Observe players skills, tactics and performances. Offer positive advice, do not be negative. Use the correct terminology and instructions.	↑ Play focusing on certain targets ↑ Play and introduce new tactics every 4 to 5 minutes ↑ Reward for positive skills, techniques, tactics, understanding and knowledge shown	👁 Coaches assess attacking skills 👁 Coaches reflect on the pass used in the games 👁 Coaches reflect on the shots made in the games 👁 Coaches assess the interceptions made within the games performances	✍ Add into the games situations that are commonly found <b>R+</b> To understand that there are different types of relationships.	<b>Objectives:</b> To be able to communicate ideas and teaching points within the session To be able to accept criticism and feedback  <b>Student expectations:</b> After creating their drill, pair-up with another group. Each group teaches their drill to the other group, and all play the drill. Each group offers suggestions to each other on how to improve /modifying the game for the better. Each student in the group must contribute to the explanation  <b>Skills:</b> Communication		
<b>Officiating</b>	Officiate the 5 v 5 Game (as stated)	To be able to officiate the Game correctly using the correct signals, comments and techniques in Netball To be able to officiate a full sided game of Netball correctly and safely, knowing and understanding the rules and regulations that govern the game To use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability	Use the correct signals Use the whistle, arms and body movements to stop the action effectively and efficiently Get in the right positions to make accurate decisions Be fair and consistent	Focus on the rules regarding defence, attacks, footwork, travelling, pivoting, fouls, movement, free passes, screens, shooting, passing and technical infringers ↑ Reward for positive decisions and actions.	<input checked="" type="checkbox"/> Analyse strength and weaknesses in signals, calls, fairness and accuracy of decisions	✍ Introduce new rules <b>R+</b> Ask students to describe their experiences when making mistakes (when officiating)			
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down	↑ Ask pupils questions why a Cool down is essential after exercise	👏 Ask students for feedback regarding their performances <input type="checkbox"/> Use cool down cards with key phrases	Pupils create a new cool down for keeping possession			
<b>Active lifestyle &amp; Social Guidance</b>	How can you volunteer for a sporting event?								
<b>Equipment</b>	Tchoukballs, Nets, Cones / Markers, Bibs, Whistle, Stopwatch, Chalk, Peer evaluation Sheets, TV, Video, Camera								
<b>Healthy Lifestyles and well being</b>	Is it a diet change or a lifestyle change?								

