

## Double Ball

<b>Grade: K-8th</b>		<b>Subject: Physical Education</b>	
<b>Materials: Hockey Sticks, Double Balls, Cones</b>		<b>Technology Needed: none</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> S1.E13.1 Underhand throw Throws underhand, demonstrating two of the five critical elements of a mature pattern.  S1.E14.2 Throws overhand demonstrating two of the five critical elements of a mature pattern.  S4.E1.5: Engages in physical activity with responsible interpersonal behavior  S4.E4.5 Working with others Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.		<b>Differentiation</b>  <b>Below Proficiency: The student is not able to pick up/carry the double ball on their stick efficiently but understands how the game works.</b>  <b>Above Proficiency: The student can manipulate the double ball, and effectively uses teamwork throughout the activity.</b>  <b>Approaching/Emerging Proficiency: The student is able to carry the double ball on their stick, but has trouble passing it to teammates.</b>  <b>Modalities/Learning Preferences: Kinesthetics</b>	
<b>Objective(s)</b> 1. TLW learn the fundamentals of the game of double ball and the importance behind it 2. TLW develop team skills 3. TLW follow directions and engage in the game of double ball			
<b>Bloom's Taxonomy Cognitive Level: Understanding, Applying</b> <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  <b>Classroom Management:</b> Students will arrive to the field and be asked to form a half circle facing the teacher.  <b>Grouping:</b> Students will be grouped into 2-3 teams depending on group size, and will have a student(s) from umary paired with their team.  <b>Movement/Transitions:</b> Students will play the game when the teacher instructs them to start. When a double ball is scored between the cones, students will stop what they are doing and reset for a face off with the double ball.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <ul style="list-style-type: none"> <li>• Students will be seated when the teacher is giving directions for the game</li> <li>• Students will follow directions and stop what they are doing to listen to the teacher when needed</li> <li>• Students will be respectful of equipment and to their classmates when playing the game</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
3	<b>Set-up/Prep:</b> Set out cones for teams goals in the field. If 2 teams, set each goal at the opposite ends of the field. If three teams, set cones in a triangular shape. Put hockey sticks (will be color coordinated for teams) by each set of cones. Place double ball in the middle of the playing field		
12	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will sit around the teacher to listen to directions and background information regarding the game.  <b>Explain to the students the background information of the game (what tribes played it, when it was played, how it was played).</b> <b>With this being a Native American game, it is important to connect it to the student's culture-stimulate interest and answer questions.</b>  <b>Explain the directions of the game and give a demonstration of how the game is played. (can have students help demonstrate the game)</b>		

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	<p>Give students time to practice throwing and catching the Double Ball with their teammates.</p>	
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> <li>• Students will be placed on a team. The teacher will have the students do a faceoff and drop the ball between one member of each team. Their job is to guard their goal if they do not have the double ball, and try to score on other teams goals by passing it to their teammates.</li> <li>• When a goal is scored, students take a reset and there is a face off between one member of each team for the double ball.</li> <li>• No high sticking is allowed, and no intentionally hitting other students with the stick. (Stick must be down at all times and may only come up to chest level when trying to score, pass the ball).</li> </ul>	
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will play the game of double ball and learn to incorporate strategy and teamwork.</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>Students will be asked to put their sticks back at their respective spots and come to the center of the field to discuss the game.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students will be assessed on their ability to work with others, and their ability to give effort during the game.          At the end of the game, students will be asked what strategies they used and why.</p> <p>Consideration for Back-up Plan: Play double ball in the gym</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson: Not needed for this game</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This was a really cool experience to connect an old Native American game to students that are Native American. Students played the game very well and were excited to compete against their classmates as well as umary faculty. The students learned teamwork and a brand-new game to them. One thing that I made throughout the game was adding in a second double ball for the opportunity for more kids to compete against each other. I noticed that with one ball, students were getting jammed up and there was not a lot of scoring. When working with bigger classes next time I would add in three or four balls to keep student engagement at its highest. One more thing that I was recommended to add in was to have students practice throwing and catching the double ball. I had students from the school and umary students form a few different circles and practice throwing and catching the double ball while learning each others names to make them more comfortable playing with each other.</p>		