



## Net Games - Unit 4: Non-Traditional Net Games

### Unit Focus

During this unit, students will engage in games that are unconventional. Students will gain familiarity with offensive and defensive skills, and offensive and defensive tactics to function as contributing members of a team. Examples of Non-traditional net games include (but are not limited to) Tchoukball, Team Handball, and Halo ball. Emphasis will be placed on the benefits of participating in lifelong physical activity for mental, emotional, social and physical health. Students will ultimately choose a non-traditional net game that they enjoyed and develop an idea of how to offer it outside of school. As part of this task, students will need to explain the benefits of lifelong activities and the physical and equipment requirements for the game.

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Transfer                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                 |
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| <b>Connecticut Comprehensive K–12 School Counseling Framework (2020)</b><br>Counseling: 11-12 <ul style="list-style-type: none"><li>Identify ways to manage multiple stressors as they transition to postsecondary education and/or work (S/E4.4)</li></ul><br><b>Healthy and Balanced Living Curriculum Framework</b><br>Health Education 9-12 <ul style="list-style-type: none"><li>Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.12)</li><li>Physical Education 9-12 Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2)</li><li>Demonstrates competency in two or more specialized skills in health-related fitness activities. (S1.H3.L2)</li><li>Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)</li><li>Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</li><li>Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)</li><li>Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)</li><li>Demonstrates the ability to analyze the health benefits of a selfselected physical activity (S5.H1.L1)</li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations.<br><b>T2</b> Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self. |                                                                                                                                                                                                                                                 |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Students will understand that...</i><br><b>U1</b> Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.<br><b>U2</b> Students identify personal likes and dislikes and allot time to pursue their interests.<br><b>U3</b> Students demonstrate various strategies when making decisions to enhance health.             | <i>Students will keep considering...</i><br><b>Q1</b> How can I support lifelong wellness?<br><b>Q2</b> What are my unique strengths, weaknesses likes and dislikes?<br><b>Q3</b> What strategies do I have to make health-enhancing decisions? |
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## Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)
- Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

**K2** to adjust gameplay strategies based on what their opposition is doing or attempting to do (Defensive strategy)

**K3** the motor skills required by each game, evade opponents, and knowledge of rules of each non-traditional/international game

**K4** Non-traditional games include: Team Handball, Tchoukball, and halo ball

**S2** Explaining how healthy practices such as social and physical activities, can be stress relief while providing enjoyment and physical fitness.

**S3** Demonstrating the ability to promote opportunities for social interaction and social support in a self-selected physical activity.

**S4** Demonstrating the ability to apply the terminology associated with exercise and participation in selected net/wall games appropriately.

**S5** Demonstrating the ability to explain strategies and tactics effectively during game play in net/wall games.

**S6** demonstrating motor skills required by each game, evade opponents, and knowledge of rules of each nontraditional/international game