

<p>Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the activity.</p>		
<p>Activity Name: Chickenball</p>	<p>Grade Level: 6-8</p>	<p>Activity Length: 20-30 minutes</p>
<p>Standard(s) and Grade-Level Outcome(s) or Indicator(s):</p> <ul style="list-style-type: none"> • Standard 1 Demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> ○ S1.M4 Passing & Receiving • Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <ul style="list-style-type: none"> ○ S2.M4 Invasion Games Reducing space by changing size & shape 		<p>Materials Needed:</p> <ul style="list-style-type: none"> • Rubber chickens • A goal (basketball hoop or football type endzone) • Pinnies or however you split teams up • Indoor or outdoor space • Whiteboard and marker to write out rules
<p>Objective(s): <i>By the end of the activity, students will be able to...</i></p> <ul style="list-style-type: none"> • Pass and shoot the chicken at least twice • Guard an opponent using zone or person-defense • Communicate with at least 2 other teammates during the activity. 		
<p>Activity Progression</p>		
<ol style="list-style-type: none"> 1. Introduction to basic rules: Hello students! Today our goal is to cooperate with your teammates in a new game while practicing our passing and receiving and defensive skills. The game is called chickenball. Some basic rules are you cannot walk or run with the chicken. You must pass to at least two people before you score. You cannot slap the chicken out of a person's hand while they are passing or shooting. If you score, the chicken is turned over to the other team. 2. Check for understanding: What questions do you have about chickenball? 3. Review skills for receiving and passing and defense, 4. Hand out pinnies or have predetermined teams that take sides of the court/field (like basketball or ultimate frisbee). Determine goal areas and sides 5. Perform a jump chicken to see who will start the game with the ball. Alternatively, have students answer a question related to passing, receiving, defensive skills. First to answer gets possession. 6. During the activity you can have a student referee while you give feedback on give and go, zone defense, person-to-person defense. You should provide congruent skill feedback for passing and shooting. 		
<p>Modifications/Differentiations</p>		
<ol style="list-style-type: none"> 1. Use the space you have, this game works anywhere... even a multi-purpose room. 2. If you want you can tape the chicken to another ball (mini-soccer ball, football, etc). 3. You can add 3 steps with the chicken. 4. Since this is a cooperative game you can review cooperation, teamwork, or what it means to be a good class citizen. 5. If you have students that are sound sensitive, you can tape the chicken noise hole shut. 6. Once the students understand the game you can make scoring in any goal or both end zones. 		
<p>Checks for Understanding/Assessment Strategies</p>		
<ol style="list-style-type: none"> 1. If a play goes wrong, use that as a teachable moment. Create a drill to practice the skill. 2. Formal feedback: Exit Ticket What were some strategies that your team used to be successful? What skills do you need to work on? How did it feel when you scored or stole the ball? How did you communicate with your teammates? 		

