



## Tchoukball Connecting With the NASPE Standards

### **NASPE Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Tchoukball promotes competency in motor skills and movement patterns such as throwing, catching, spatial awareness, movement pathways and floor positioning. This learning creates kinesthetic and spatial awareness where students integrate motor skills for safe and successful movement patterns. Tchoukball gives students the opportunity to master movement fundamentals and establish a foundation to facilitate continued motor skill acquisition and further the likelihood of participation in all physical activities on a daily basis.

### **NASPE Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**

Tchoukball uses cognitive information to understand and enhance motor skill acquisition and performance. Students are responsible for learning, understanding and applying the rules in a team sport where players are not permitted to interfere with the flow of movement of their opponents. They must navigate their own movement alongside their teammates and opponents. When they are on offense they advance the ball with the pass in order to gain a throwing position that will result in a rebound off the frame that the opponents will not be able to catch. The defense, while analyzing the offensive attack has to avoid interfering with their pursuit while gaining floor position to prevent a score by catching the ball before it hits the floor after the offense throws at the rebound frame. So all players at all times, whether playing offense or defense, have to process opponent movements, throwing position, force, angle and trajectory of the ball in an effort to select the most successful motor skill along with a safe movement pathway to either catch the ball or avoid interfering with the one who is. Tchoukball players are consistently cognitively involved enhancing the ability to use the mind to control or direct ones performance.

### **NASPE Standard 3: A physically educated person participates regularly in physical activity.**

Students recognize and enjoy participation in meaningful physical activities. Tchoukball connects the pleasure derived from movement experiences and positive social interaction to the value and benefits of participation in all physical activities that provide personal meaning. Tchoukball teaches students that enjoyment for physical activity supersedes the tenuous benefits of winning as the only goal. Students, after playing Tchoukball understand the true purpose of all human physical activity, as its founder, Herman Brandt stated, “is not to produce champions but help to construct a more harmonious society.”

By connecting what is taught in Tchoukball with all social physical activity, Tchoukball becomes a great tool to promote a physically active lifestyle.

**NASPE Standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness.**

Vigorous physical activity is evident as students play Tchoukball. There are many “teachable” moments during the activity when teachers can discuss fitness components and concepts but the best indicator of the student’s willingness to accept responsibility for their fitness is evident in watching the students play the game. Tchoukball promotes movement because it eliminates the obstacles that discourage student participation, i.e. guarding, defending intercepting...these traditional team concepts discourage the participation of the lesser skilled. In Tchoukball students are free to interact without fear of physical contact or skill dominance. But the game also frees the skills of the elite athletes to emerge, yet not at the expense or embarrassment of the non elite players. Tchoukball promotes fitness in a fun way by allowing students of all skill levels to be successful.

**NASPE Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

Because of the nature of Tchoukball with its unique rules, leadership skills are developed, teamwork is emphasized and respect for all players including opponents is the ideal. Tchoukball encourages self-initiated behaviors that promote personal and group success. These include safe practices, adherence to the rules and procedures as well as etiquette that exemplifies cooperation and teamwork, ethical behavior and positive social interaction. Tchoukball’s historical origins explain the frustration with traditional team sports. Creating champions is not more important than rewarding students who demonstrate respectful behavior and positive interaction with people of various abilities and characteristics. It is critical to help students understand the importance of respecting others regardless of their abilities. Tchoukball provides teachers an opportunity to teach and promote these important life skills. Tchoukball enhance students’ social skills, provide opportunity for enjoyment of physical activity and promote a positive learning environment.

**NASPE Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Tchoukball provides enjoyment, challenge, self-expression and social interaction. Students develop an awareness of the intrinsic values and benefits of participation in a physical activity that values others more than it values winning. Students derive pleasure from the movement opportunities that Tchoukball offers. They begin to understand the purpose and value of co-ed activities and how important it is for social interaction with students of all abilities and backgrounds. And finally students recognize the health benefits and enjoyment they receive from participating in Tchoukball, a team sport like no other.