

Years 7-10 Personal Development, Health and Physical Education

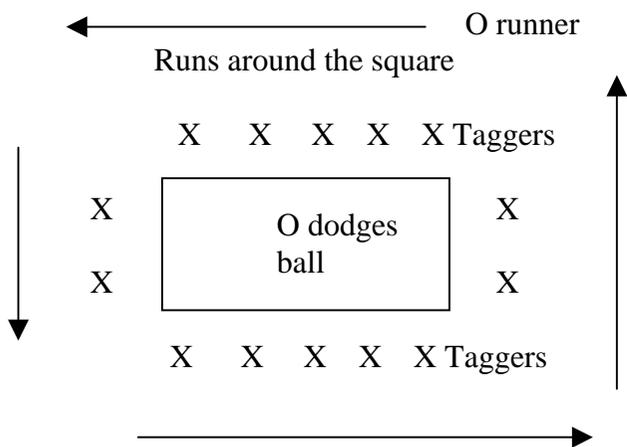
Unit Title:	8.9 Target Games			Stage/Year:	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity			Unit length:	20 lessons
Unit Description:	Students develop and refine movements and strategies relating to target games. Examples include golf, bocce, archery and indoor carpet/lawn bowls. Emphasis is placed on the opportunity skill development provides for enhancing participation in lifelong physical activity.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none"> ▪ 4.4 - demonstrates and refines movement skills in a range of contexts and environments ▪ 4.10 - explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity 			<ul style="list-style-type: none"> ▪ Students select a target game (archery, golf, croquet, bowls, bocce) & design a fun, modified & challenging activity based on the target game. Students present their activity to the class. Class members participate in each activity & identify their level of skill in each activity. (4.4, 4.10) 		
Contributing outcomes					
<ul style="list-style-type: none"> ▪ 4.14 - engages successfully in a wide range of movement situations that displays an understanding of how and why people move 					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT		Collecting, Analysing		Strand 2: This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically			
Environment		Solving problems			
Gender		Work with ICT applications			
Literacy					
Multicultural					

Students learn about:	Students learn to:
<p>Contexts for specialised movement skills</p> <ul style="list-style-type: none"> - games <p>Aspects of movement skill development</p> <ul style="list-style-type: none"> - body control and awareness - object manipulation and control - anticipation and timing - technique <p>Influences on skill development and performance</p> <ul style="list-style-type: none"> - applying skills across contexts - predictable and dynamic environments - importance of practice - safety <p>Lifelong physical activities</p> <ul style="list-style-type: none"> - competitive/non-competitive - individual/group/team - recreational activities - health and fitness - initiative/challenge activities - physical activities with cultural significance 	<ul style="list-style-type: none"> ▪ demonstrate movement skills through a range of experiences including: games from categories such as target, striking/fielding, invasion and net/court ▪ participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing ▪ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts ▪ participate safely in movement activities ▪ participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests ▪ participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving

Teaching, learning and assessment activities	Resources
<p>Students participate in a variety of modified games & activities using different size & types of balls and different types of targets. For example,</p> <p>Target Runners</p> <ul style="list-style-type: none"> Students form a large circle with 4 students in the centre. The students in the circle have a crate full of bean bags. On 'go' students in the circle run around in a clockwise direction & try to avoid being tagged by the students in the centre who are throwing beanbags (tag only below the knees). When tagged, students join the throwers in the centre. <p>Run the Gauntlet</p> <ul style="list-style-type: none"> Students form 2 lines facing each other approx 10 metres apart. Students practise their accuracy throwing technique using bean bags & throw to their partner. One student is nominated to 'run the gauntlet' by running between the 2 lines as they throw their bean bags. Students can only throw their beanbags below the knees of the runner. Runner is out if they are tagged 5 times before reaching the end of the line. <p>Scatter Ball</p> <ul style="list-style-type: none"> Each student is given a number. The teacher calls a number & throws a play ball high in the air. The student whose number was called attempts to catch the ball while other students scatter around a designated area. When the student calls the ball freeze is called & all runners must stop & remain still. The student with the ball attempts to throw their ball to tag a student below the knees. If successful, that student becomes the new thrower. <p>Partner Dodge Ball</p> <ul style="list-style-type: none"> Students form 2 teams. 1 team is spaced around a fielding square. The other team is in pairs & one of the pair enters the square & attempts to dodge 2 playballs being thrown at their feet. The other member of the pair attempts to run around the outside of the square before their partner gets tagged. After all pairs have had a turn, teams swap. 	<p>Bean bags</p> <p>Bean bags</p> <p>Playball</p> <p>Playballs</p>

Teaching, learning and assessment activities

Resources

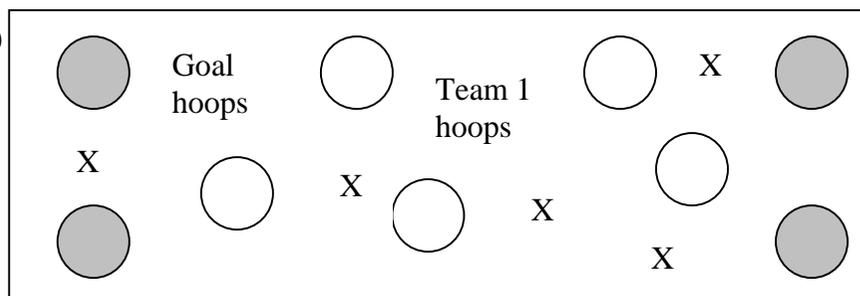


Hoop Ball

- Students form two teams. Team 1 is scattered around a designated area & must remain standing in their hoops. In each corner of the area are goal hoops. Team 1 must throw or roll or kick the ball from hoop to hoop to score a point in the goal hoops. Team 2 moves freely around the designated area & tries to intercept the ball. After a 3 minute round, teams swap roles.

Hoops
Balls

X – defenders (Team 2)
Team 1 stand in the non-shaded hoops



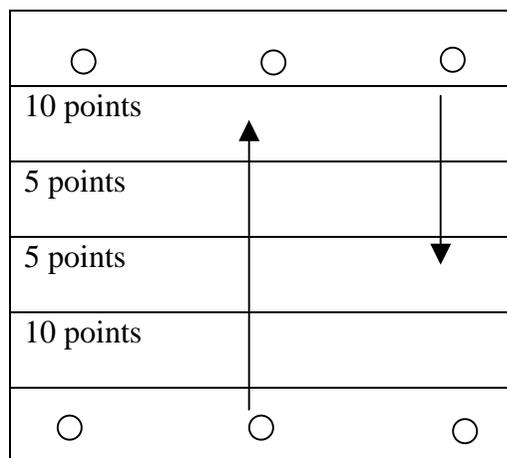
Teaching, learning and assessment activities

Wicked Wickets!

- In teams of 4, students practise bowling/throwing at a cricket wicket. 2 students stand either side of the wicket approx. 10 metres apart. Pair 1 are the bowlers & pair 2 are the fielders. 1 player from pair 1 bowls the bowl, 1 player from pair 2 fields the bowl & then attempts to 'run out' an imaginary batter by hitting the stump with a clean throw. After several turns players swap roles.

Target war

- Students form 2 teams & line up facing each other approx. 10 metres apart on either side of a grid created by markers. The aim of the game is for students to throw balls across the grid & score points by having their ball land in zones of the grid. When the balls are thrown across the grid, the other team may retrieve them & have their throws.



Skittle Ball

- In teams of 4, students are positioned in a single line approx. 10 metres from 6 skittles. 1 student is positioned behind the skittles. The aim of the game is for students to kick a ball & knock over as many skittles as possible. The student behind the skittles retrieves the ball & returns the ball to the group by kicking over the skittles. Teams keep score of the number of skittles per round that were knocked over. Change the retriever & kickers regularly. Variations include increasing the distance between kickers & skittles, dribbling around an opponent before kicking, running & bouncing the ball before kicking.

Resources

Stumps
Balls

Skittles
Balls

Teaching, learning and assessment activities

Resources

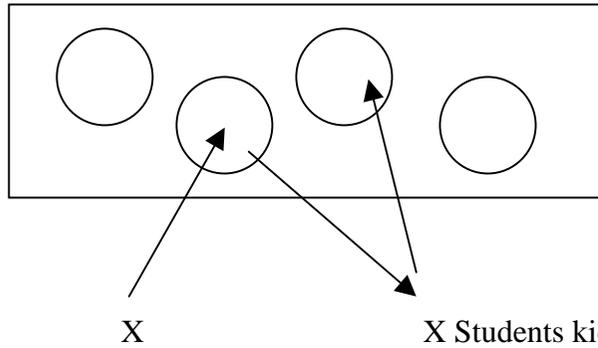
Kicking Croquet

- In teams of 3, student 1 kicks the ball forward. Student 2 kicks their ball trying to hit student 1's ball. Student 2 tries to kick & hit either ball. Continue the game with players taking turns at kicking first.

Soccer Squash

- In pairs, students kick their ball at a target drawn on a wall. Students score points for the target hit. Partner retrieves the ball by trapping it & then kicking at the targets.

Wall with targets drawn



X

X Students kicking to targets

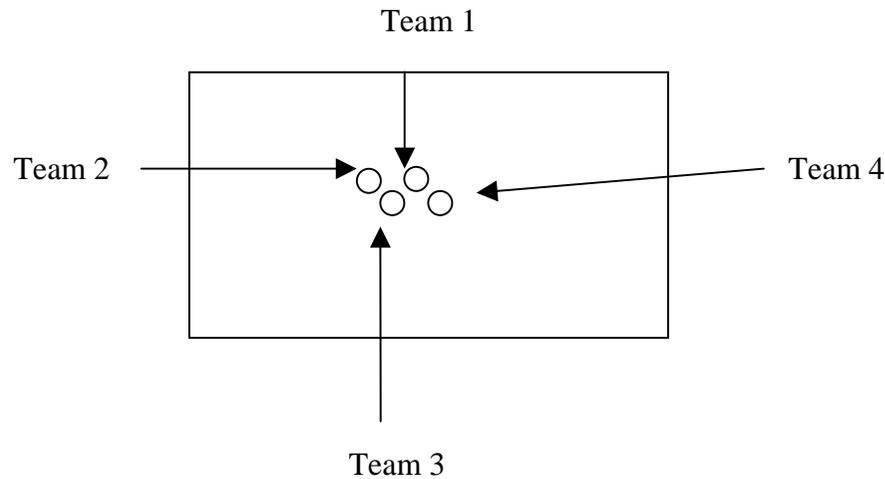
Play balls

Soccer balls
Wall

4 Team Bin Ball

- Students form 4 teams & position themselves along a side of a square. The 4 bins are positioned in the centre & each bin has a ball in it. Each student is given a number. When that number is called, the player runs to the bin collects their ball returns to their line & attempts to hit their bin with the ball. Score 5 points for a hit & 10 points for the ball going in the bin. The game continues until all players have had a turn. Variations include making the game a relay with all 4 players having a ball & attempting to hit the bin or one after the other, increase the distance from the teams to the bin & use different shape balls.

4 crates/bins
Variety of different shape balls
Marker cones

Teaching, learning and assessment activities**Resources****Target Games Exploration**

Students participate in a variety of formal target games for example:

Golf

- Students rehearse the skills of golf & then design a modified course within the school grounds. Students use crates, bins, buckets & obstacles to increase the difficulty of their course. Students can score individually or play as a team.

Archery - SAFETY is essential

- Students use balloons secured with string to marker cones as targets. Students score points according to the colour of the balloon they hit. Students position balloons around a shooting course & in teams take turns to score points.
- Students practise target shooting by scoring the best of 5 shots & score points according to the closeness to the centre of the target.
- Students practise shooting for distance – use hoops of different colours or use skipping ropes to create shooting zones.

Lawn & Carpet Bowls

Students rehearse the skills of bowls then individually, in pairs & teams of 4 play the game. Students may modify the rules as needed.

Golf equipment
Bins, crates, buckets

Archery equipment
Balloons
Marker cones
String
Scissors
Hoops
Skipping ropes

Bowls

Teaching, learning and assessment activities	Resources
<p>(A) Target Skills</p> <ul style="list-style-type: none">▪ In pairs, students select a target game (archery, golf, croquet, bowls, bocce) & design a fun, modified & challenging activity based on the target game. Students present their activity to the class. Class members participate in each activity. <p><i>FEEDBACK: Students gain feedback from their peers regarding the transferability of the activity to the 'real' game, & their level of skill development in the activity.</i></p>	