

## *Years 7-10 Personal Development, Health and Physical Education*

<b>Unit Title:</b>	<b>8.9 Target Games</b>			<b>Stage/Year:</b>	Stage 4/Year 8
<b>Strand(s):</b>	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity			<b>Unit length:</b>	20 lessons
<b>Unit Description:</b>	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.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"><li>4.4 - demonstrates and refines movement skills in a range of contexts and environments</li><li>4.10 - explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity</li></ul>			<ul style="list-style-type: none"><li>Students select a target game (archery, golf, croquet, bowls, bocce) &amp; design a fun, modified &amp; challenging activity based on the target game. Students present their activity to the class. Class members participate in each activity &amp; identify their level of skill in each activity. (4.4, 4.10)</li></ul>		
Contributing outcomes					
<ul style="list-style-type: none"><li>4.14 - engages successfully in a wide range of movement situations that displays an understanding of how and why people move</li></ul>					
<b>Cross Curriculum Content</b>	<b>✓</b>	<b>Key Competencies</b>	<b>✓</b>	<b>Catholic Dimension:</b>	
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.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically		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.	
Environment		Solving problems			
Gender		Work with ICT applications			
Literacy					
Multicultural					

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

Teaching, learning and assessment activities	Resources
<p>Students participate in a variety of modified games &amp; activities using different size &amp; types of balls and different types of targets. For example,</p> <p><b>Target Runners</b></p> <ul style="list-style-type: none"> <li>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 &amp; 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.</li> </ul> <p><b>Run the Gauntlet</b></p> <ul style="list-style-type: none"> <li>Students form 2 lines facing each other approx 10 metres apart. Students practise their accuracy throwing technique using bean bags &amp; 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.</li> </ul> <p><b>Scatter Ball</b></p> <ul style="list-style-type: none"> <li>Each student is given a number. The teacher calls a number &amp; 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 &amp; all runners must stop &amp; 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.</li> </ul> <p><b>Partner Dodge Ball</b></p> <ul style="list-style-type: none"> <li>Students form 2 teams. 1 team is spaced around a fielding square. The other team is in pairs &amp; one of the pair enters the square &amp; 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.</li> </ul>	<p>Bean bags</p> <p>Bean bags</p> <p>Playball</p> <p>Playballs</p>

Teaching, learning and assessment activities	Resources
<div data-bbox="488 199 1120 646" data-label="Diagram"> <p style="text-align: center;">O runner Runs around the square</p> <p style="text-align: center;">X X X X X Taggers</p> <p style="text-align: center;">X O dodges ball X</p> <p style="text-align: center;">X X X X X Taggers</p> </div> <p><b>Hoop Ball</b></p> <ul style="list-style-type: none"> <li>Students form two teams. Team 1 is scattered around a designated area &amp; 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 &amp; tries to intercept the ball. After a 3 minute round, teams swap roles.</li> </ul> <div data-bbox="112 925 1299 1220" data-label="Diagram"> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>X – defenders (Team 2)</p> <p>Team 1 stand in the non-shaded hoops</p> </div> <div style="border: 1px solid black; padding: 10px; display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <span>Goal hoops</span> <span>Team 1 hoops</span> </div> </div> </div> </div>	<p>Hoops Balls</p>





Teaching, learning and assessment activities	Resources
<div data-bbox="398 199 1272 678" data-label="Diagram"> </div> <p data-bbox="73 683 441 715"><b>Target Games Exploration</b></p> <p data-bbox="73 719 947 751">Students participate in a variety of formal target games for example:</p> <p data-bbox="73 794 136 826"><b>Golf</b></p> <ul data-bbox="73 831 1590 935" style="list-style-type: none"> <li>▪ Students rehearse the skills of golf &amp; then design a modified course within the school grounds. Students use crates, bins, buckets &amp; obstacles to increase the difficulty of their course. Students can score individually or play as a team.</li> </ul> <p data-bbox="73 978 495 1010"><b>Archery - SAFETY is essential</b></p> <ul data-bbox="73 1015 1579 1230" style="list-style-type: none"> <li>▪ 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 &amp; in teams take turns to score points.</li> <li>▪ Students practise target shooting by scoring the best of 5 shots &amp; score points according to the closeness to the centre of the target.</li> <li>▪ Students practise shooting for distance – use hoops of different colours or use skipping ropes to create shooting zones.</li> </ul> <p data-bbox="73 1273 383 1305"><b>Lawn &amp; Carpet Bowls</b></p> <p data-bbox="73 1310 1574 1382">Students rehearse the skills of bowls then individually, in pairs &amp; teams of 4 play the game. Students may modify the rules as needed.</p>	<p data-bbox="1630 831 1895 903">Golf equipment Bins, crates, buckets</p> <p data-bbox="1630 978 1881 1238">Archery equipment Balloons Marker cones String Scissors Hoops Skipping ropes</p> <p data-bbox="1630 1310 1713 1342">Bowls</p>

Teaching, learning and assessment activities	Resources
<p data-bbox="73 164 302 196"><b>(A) Target Skills</b></p> <ul data-bbox="73 204 1603 308" style="list-style-type: none"><li data-bbox="73 204 1603 308">▪ In pairs, students select a target game (archery, golf, croquet, bowls, bocce) &amp; design a fun, modified &amp; challenging activity based on the target game. Students present their activity to the class. Class members participate in each activity.</li></ul> <p data-bbox="73 316 1603 384"><i>FEEDBACK: Students gain feedback from their peers regarding the transferability of the activity to the ‘real’ game, &amp; their level of skill development in the activity.</i></p>	