 On target – Stage 4

Unit description

Students will demonstrate movement skills through a range of experiences including skill development, tactical play, minor games and major games. Students develop and refine movements and strategies relating to target games. Examples include golf, bocce, boules, darts and indoor carpet or lawn bowls. Emphasis is placed on the opportunity skill development provides for enhancing participation in lifelong physical activity.

Unit duration

3 weeks (5 to 6 lessons)

Syllabus strands

Movement, Skill and Performance

Syllabus outcomes, skills and evidence of learning

| Syllabus outcomes | PDHPE skills | Physical literacy continuum markers |
| --- | --- | --- |
| * PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts * PD4-5 transfers and adapts solutions to complex movement challenges * PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Self-management   * Decision making and problem solving   Interpersonal   * Communication * Collaboration, inclusion and relationship building   Movement   * Fundamental and specialised movement skills and concepts * Tactical and creative movement | Cluster 5  Movement competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) * Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts. * Transfers similar movement skills and sequences appropriately across physical activity contexts   Tactical movement   * Applies multiple tactics within a physical activity, for example, shows they have a number of options in a situation to change the way they move   Personal and social attributes   * • Supports and encourages the enjoyable involvement of others |

All outcomes referred to in this unit come from [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

Learning goals

We are learning to:

* Demonstrate skills in selected minor games that have a target focus.
* Design and present a fun, modified and challenging activity based on traditional target games such as darts, quoits, golf, croquet, bowls, boules or bocce.
* Provide feedback to peers regarding the effectiveness of their modified activity.
* Participate effectively in team/group work activities.
* Understand and apply the skills needed for successful and enjoyable participation in target games.

What I am looking for:

* Enthusiastic participation and cooperation in various practical situations.
* Active involvement in the focus questions during practical sessions.
* Propel objects with a variety of equipment at different levels using suitable force and placement.
* Experimenting with and practise of variations of object control skills by applying variations of speed, force, levels and distance.
* A positive attitude to receiving and providing constructive feedback.
* Transfer of understanding of tactics to participate in similar but different target games.

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M   + participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics and lifelong physical activities * use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)   + participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback S I M   + create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession * demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)   + demonstrate refinement of movement concepts and strategies to enhance movement sequences M   + explain how changes to movement concepts, skills and tactics can improve performance I M * practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)   + demonstrate their ability to use space and explore force and flow in different movement contexts M   + examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M   + select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment S M |
| How can I make decisions to adapt to changing circumstances in different movement contexts? | * evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)   + evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M   + identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M   + identify strategies and tactics that are similar and transferable across different movement contexts M |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M   + modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)   + apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M   + modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I |

Teaching considerations

* Teachers should follow the suggested outline of the games as close as possible to ensure students understand how and why the games were played.
* Teachers should attempt at all times to use the highlighted language that is referred to in the outline of the games.
  + Describe – Name the game. Present the rules making them as simple as possible.
  + Demonstrate – Brief demonstration can be used to clarify rules.
  + Ask questions – Check to see if all players have an understanding.
  + Do – Select teams and play. Even if some students are unsure they should learn as they play.
  + Ask questions to teach for knowledge and understanding – Check to see students understand the skills, rules and strategies of the game and also the cultural significance the game reflects.
  + Adapt – Check to see if players are having fun. If students are losing interest vary the rules or change to the next game.
  + Reflection – Allow students to discuss and write down their thoughts on the game and their understanding of the cultural significance.

| Sample learning experiences and instructions | Register and date |
| --- | --- |
| Lesson 1  Note – The aim of target games is to place a projectile near or in a target in order to have the best possible score, e.g. golf, boules, lawn bowls.  Students participate in a variety of modified games and activities using different size and types of balls and different types of targets. For example,  Target runners – 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 and try to avoid being tagged by the students in the centre who are throwing beanbags. When tagged, students join the throwers in the centre. Teacher note – tagging only permitted below the knees.  Run the gauntlet – Students form 2 lines facing each other approximately 10 metres apart. Students practise their accuracy throwing technique using bean bags and 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.  Target practice. Draw small and large circles on large sheets of butcher’s paper or with chalk on a wall. Students work in teams of 5 and throw a ball one at a time to hit the circles. Students receive no points for missing the butchers paper, 1 point for hitting the butchers paper, 2 points for a large circle and 3 points for hitting a small circle. Types of throw can be underarm, overarm, sidearm or overhead. Students count their points in the 2 minute game time. Students rotate to a different butcher’s paper and the game continues. Discuss   * What should you look at when you throw? * What can you do with your non-throwing arm and your feet? * How should your body be positioned? * How do you hold the ball?   Progression  Instruct students to throw at the target in the following ways: feet together facing target using throwing arm only; feet shoulder width apart facing target facing target and using opposite arm as a guide to point at target; side on the target with no step forward; side on to target using opposite arm as guide and stepping forward with opposite foot and rotating through hips as they throw. Explicit teaching of the overarm throw may be included here. Discuss   * Which throwing style was least effective and why? * What are the most effective steps in performing an effective overarm throw, considering accuracy and force? * How can you change your current technique to be more effective in this game? |  |
| Lesson 2  Hoop ball: Students form two teams. Team 1 is scattered around a designated area and 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 and tries to intercept the ball. After a 3-minute round, teams swap roles.  X – Defenders (Team 2) Team 1 stand in the non-shaded hoops.  Hoop ball – Students form two teams. Team 1 is scattered around a designated area and 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 and tries to intercept the ball. After a 3-minute round, teams swap roles. X – Defenders (Team 2) Team 1 stand in the non-shaded hoops.  Ask students:   * What is the purpose of the game? * Which movement skills do you need to perform successfully in this game? * How did you decide where to kick/ throw the ball? * What can you do individually to move the ball around the hoops? * How do you work as a team to score points? * What is the role of your team when you are defending?   Koolchee  The [Koolchee video resource](https://www.youtube.com/watch?v=4-8NYgK-u_U) from the Australian Sports Commission can be used to demonstrate the game in action.  Students work in 2 teams of 10 to15 players. Teams line up on each base line of a grid 30m by 15m with 5-10 balls allocated per team. Markers of 2 different colours are placed in the centre area of the grid, for example, blue and orange.  Each team is allocated a colour and the aim of the game is to knock these markers down with the soft round balls. Players must throw from behind the base line and can only enter the centre area to collect a ball once it is stationary. They must return to the base line to throw the ball. The first team to knock over all their markers are determined the winners.  Discuss:   * What rolling or throwing technique was most effective? * What changes could you make if your ball was off-target? * Were you able to get closer to the target as you had more turns? Why? * How could you work as a team to allow for greatest success? * What things did you need to consider when throwing the ball?   Progression  Change the size of the ball, for example, tennis balls. Include a time limit, for example, 2 minutes.  Explicit teaching of the underarm and overarm throw may be included here.  Discuss:   * How has the smaller ball impacted on the game? * What changes did you make for the equipment change and time limit? * What is the correct technique used for an overarm throw? Why is this technique effective? |  |
| Lesson 3  Wicked wickets! In teams of 4, students practise bowling/throwing at a cricket wicket. 2 students stand either side of the wicket approximately 10 metres apart. Pair 1 are the bowlers and pair 2 are the fielders. 1 player from pair 1 bowls the bowl, 1 player from pair 2 fields the bowl and then attempts to ‘run out’ an imaginary batter by hitting the stump with a clean throw. After several turns players swap roles.  Bombardment: Students work in 4 teams of approximately 5 players each. Each team allocated a side line on a grid 15 metres by 15 metres. Roll a basketball into centre of the grid. Players throw tennis balls at the basketball to attempt to force the basketball to an opposition teams’ end line. The game stops when the basketball crosses one team’s end line.  Discuss:   * What do you look at when you throw the ball? * What does your non-throwing arm do as you throw the ball? * Where do you aim to hit the rolling ball? * What difference does it make throwing side-on and face-on to the rolling ball? * How do you position your body to stop the ball coming at you? * What type of throw is required to move the ball? * How do you work as a team to force the ball over the oppositions’ end line?   Progression  Change the size, shape and weight of centre ball. Change the game so students use a kick instead of a throw.  Explicit teaching of the kick may be introduced here.  Discuss   * How has the progression changed how you play the game? * What do you need to consider when kicking the ball? For example: What are the steps involved and, how much force do you need to apply? * How can you work as a team to be more effective in this game? * How do the externally-paced movements of other players affect your rhythm and timing in this game? * Are there any strategies you can employ to prevent the opposition winning the game?   4 Team bin ball: Students form 4 teams and position themselves along a side of a square. The 4 bins are positioned in the centre and 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 and attempts to hit their bin with the ball. Score 5 points for a hit and 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 and attempting to hit the bin or one after the other, increase the distance from the teams to the bin and use different shape balls. |  |
| Lesson 4  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 and knock over as many skittles as possible. The student behind the skittles retrieves the ball and 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 and kickers regularly. Variations include increasing the distance between kickers and skittles, dribbling around an opponent before kicking, running and bouncing the ball before kicking.  Bean bag golf: The [Throlf video resource](https://www.youtube.com/watch?v=dAIrVHB2fPI&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu&index=64) from the Australian Sports Commission can be used to demonstrate the game in action.  Students set up a hole on the bean bag golf course in groups of 4 using markers, ropes and hoops for the holes. Ensure that the course is set up in a way so that interference between students playing different holes does not occur.  Example of holes:   * Hole 1 – stay between the ropes, medium length hole * Hole 2 – throw over the water hazard (mat), medium length hole * Hole 3 – throw under the tree (chairs) and over the mat, long hole * Hole 4 – throw over the school bags (sand bunkers) and stay between the markers – short hole * Hole 5 – throw over the water hazard (mat) and stay between the ropes– short hole * Hole 6 – throw over the two water hazards (mats), very long hole.   The purpose of this game is to explore how placement of shots needs to be adjusted according to the course and distance between the targets. Students move around the holes in groups of four and each group starts at a different hole. Students use one small bean bag each.  Each player throws their bean bag toward the hole, aiming to land inside the hole (hoop) within 3 throws. If the bean bag lands short of the hole, then the player moves to where it landed and throws it again until it lands inside the hole (the player furthest from the hole should throw first, then move out of the way). Each player repeats this process until they land their bean bag in the hole.  Ask students to record the number of throws it takes to get the bean bag in the hole. Students continue around the course until all holes have been completed. Add the scores (number of throws) for each hole to reach a total score. Try to improve this score when repeating the circuit (the lower the score the better).  Students can play individually or as a team.  Discuss:   * How many shots do you think you need to complete each hole? * What type of throw is required to get over, under and around the obstacles? * Where is a good position to throw the bean bag to be in a position to avoid the hazard? * What are the most effective types of throw to use?   Progression  Change the equipment to a small round ball or a Frisbee and make the holes longer and the hazards a little more difficult. Players play in pairs or groups of 3, taking it in turns of throwing. Explicit teaching of the Frisbee throw may be included here.  Discuss:   * What changes need to be made now that the ball and Frisbee can roll on landing? * What role does force and flow now play in this game? * What is the best technique to use to get the ball and Frisbee over, under or around a hazard? * How do you safely throw the ball and Frisbee to avoid disrupting another group on a different hole? * Has the new rule made you rethink your approach to the hole? In what way? * Where will you aim? Why? How will you achieve this? |  |
| Lesson 5  Corner bowls: The [Corner bowls video resource](Students%20teach%20their%20games%20to%20others%20in%20the%20class%20and%20allow%20the%20class%20to%20participate.%20Evaluate%20each%20game%20and%20provide%20feedback%20to%20its%20creators.) from the Australian Sports Commission can be used to demonstrate the game in action.  Four players are positioned on each corner of a grid 10 metres by 10 metres with 2 players working together as a team. A cricket ball is placed in the middle of the grid. Each player in turn rolls one ball towards the target, until all players have had 2 turns (each player’s balls need to be coloured or numbered to distinguish between players). Points are awarded to each team based on the four balls which finish closest to the target in a 4-3-2-1 point score.  Complete 4 games with each player having a turn at being the first to play.  Discuss   * Is it better to roll the ball short of the target or further than the target? Why? * Do you need to change your technique when everyone uses the same starting position? * When would you try and force the ball outside the circle?   Progression  Change the ball used to roll, e.g. cricket ball, tennis ball, softball.  All players roll their ball from the same starting position at the same time to start the game, then continue in turns as in previous game.  Discuss:   * How much force did you apply to the first bowl and why? * How did this rule change impact on the game?   Progression  Draw a circle around the outside of the target. If the target is forced outside the circle, the game is dead and no points are allocated.  Discuss:   * What things do you need to consider with this rule change? * How has your technique changed for this game? * How did you improvise your movements from the decisions of other players? * What strategies can you use to be effective in the game?   Target games exploration: Students participate in a variety of formal target games for example:  Golf – students rehearse the skills of golf and then design a modified course within the school grounds. Students use crates, bins, buckets and obstacles to increase the difficulty of their course. Students can score individually or play as a team.  Vortex archery (Teacher’s note: Safety precautions are essential for this activity)   * Students practise target shooting by scoring the best of 5 shots and 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 and carpet bowls, bocce and boules  Students rehearse the skills of bowls, boules or bocce then individually, in pairs and teams of 4 play the game. Students may modify the rules as needed.  Ask students:   * What did you enjoy most about this game? * From the skills that you used in the game, what skills are similar to those you have used in other games? |  |
| Lesson 6  Game design: Design a game by designating a small grid in groups and have students design a basic game.  Discuss:   * What are the rules of your game? Were they effective? * What is the purpose of the game? * What are the movement skills required to play this game? * Where should you throw or hit the ball? * Where should you best position yourself to receive the ball? * What kind of pass or throw is necessary to win points? * How can you defend space to prevent your opposition scoring? * When you are an attacker what do you have to do in order to be successful? * When you are a defender what do you have to do in order to be successful? * What are some different ways we could score this game?   Students teach their games to others in the class and allow the class to participate. Evaluate each game and provide feedback to its creators. |  |

Unit evaluation