

### Lesson 5 of 6

# Target Games

#### EQUIPMENT

variety of balls » bean bags » ropes » hoops » hockey sticks » scoops » pylons » music » music player » Target Games Tip sheets » recycled paper » pencils

## Warm It Up

### AROUND THE WORLD

Set up a variety of activity stations that will allow students to practice sending an object with accuracy at a variety of targets. As students enter the activity area, they circulate individually and complete the activity at each station. If students have to wait for a turn, they should move to a different station. Station activities might include; 1 – identify a start line with 2 pylons and place three hoops on the floor at varying distance from the start line, students throw 2 bean bags overhand into each hoop; 2 – place a large rubber garbage bin on its side 2-meters away from the wall and facing the wall, students throw a tennis ball off the wall and into the garbage bin; 3 – place two pylons in front of a floor hockey net, students use a hockey stick or their hands to shoot a ball into the net.

#### ABCD's of Physical Education



#### RELATED RESOURCES

- SPARK Physical Education for Grades 3-6, [www.sparkpe.org](http://www.sparkpe.org)



### Safety First!

2008 Safety Guidelines pages 19-20.



Activity	
Basic Skills	
Application of Basic Skills	A5-10

### Clues that students are achieving the outcome...

"Students will apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify the elements of quality target games.
- Students can create a quality target game with a small group.



## Whoop It Up

### SET YOUR OWN TARGET

In groups of 3-4, invite students to create a target game that will be played in class. As a large group, identify the elements of a good target game. Accept student suggestions, group them as appropriate and agree on 4-5 elements of quality target games that will be used as criteria in the assessment of the games students create. Sample criteria might include; incorporate the elements of aim, accuracy, and protecting a target, be played in groups of 3-8, engage all students in physical activity, allow for student choice, and incorporate the safe use of equipment. Play a game of Team Square Ball and discuss how each of the elements of quality target games is or is not considered.

**TEAM SQUARE BALL:** Use pylons or lines on the floor to indicate the boundary lines of two large squares. Each team of 3-4 students lines up along one side of a square. Every student starts with a soft ball or bean bag, and one large ball; e.g., utility or gymnastic, is placed in the middle of each square. On the signal to begin, students throw the small balls at the large ball in an attempt to move it across the boundary line of another side of the square. Only underhand throws are allowed. Any object, once thrown, can be picked up by a student and thrown again. When the large ball crosses a boundary line, place it in the middle and begin a new game.

Provide time for groups to refer to their Target Games Tip sheets and explore the kind of equipment available when brainstorming ideas for their target game. Each group should try playing their created game before giving the game a name, describing the rules of play, equipment needed, and drawing a diagram on the top 2/3 of a recycled piece of paper. Ask questions and provide feedback to each group to ensure they are considering the elements of quality target games.



### Safety First!

2008 Safety Guidelines pages 11-17.



## Wrap It Up

### DEEP BREATHING

Collect and return equipment to the designated locations. Gather as a large group and invite students to take a deep breath in and reach hands to the ceiling (hold), then slowly exhale and lower hands to sides. Repeat three more times. Acknowledge some of the challenges of working as part of a group to create a game and share positive examples of how groups have been working together. Collect the descriptions and diagrams of created games that are complete, and instruct other groups to complete their description for the next class.