

## Lesson 3 of 6

# Target Games

### EQUIPMENT

foam balls » pylons » pins or other targets » scoops » pinnies

## Warm It Up

### ROCK, PAPER, SCISSORS FOOTBALL

Place pylons or other markers in two rows, 20-meters apart the length of the activity area to create two end zones. Instruct groups of 2-3 students to stand in an end zone, facing another group standing in the opposite end zone. Provide a pylon for each group to place in their end zone, and a foam ball to the first student in each group standing on one side of the activity area. On the signal to begin, the first student in each group runs forward. When the two students from opposing teams meet, they stop, place the ball on the floor, and play a game of rock, paper, scissors. The student who wins the RPS challenge (team A) picks up the ball and continues running forward. The student who loses the RPS challenge (team B) returns to their end zone. As soon as the ball is picked up, the next student from team B runs forward. Where the two students meet, another game of rock, paper, scissors is played. Continue until one team reaches the opposing team's end zone, at which point the student has one chance to throw the ball and hit the pylon to score a point. Change sides and begin again!

### ABCD's of Physical Education



### RELATED RESOURCES

- Physical Education Online website, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)
- Why Paper & Scissor Rock! (LRC# 564163), J. Byl et al., 2003, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)



### Safety First!

2008 Safety Guidelines pages 19-20.



### Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B4-6

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

"Students will describe positive benefits gained from physical activity; e.g., physically, emotionally, socially" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can associate positive feelings with physical activity.
- Students can identify a physical, emotional, and social benefit of participating in target games.

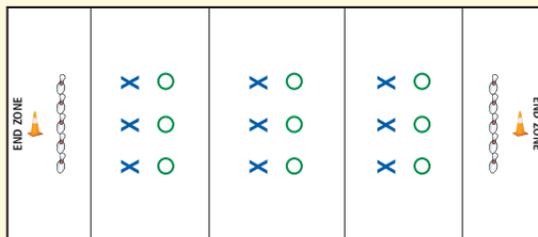


# Whoop It Up

## SURVIVOR

Ask students how they felt when they knew they only had one chance to hit the target. Explain that mentally rehearsing the throw can help reduce pressure and increase success, in the same way that feeling confident and positive encouragement from classmates can.

Using opposing groups from the warm-up, form 2 teams (use pinnies to identify teams) and instruct each to create a name and a cheer. Each team will place 1/3 of their players in each third of the playing area (see diagram). In their respective end zones, teams will place a ball on top of the pylon, and choose where they would like to position 5 other targets; e.g., pins, relay batons, to guard the pylon. On the signal to begin, challenge each team to pass foam balls to each other to advance closer to the other team's end zone, and throw the ball in an attempt to knock over a target. Once all of the targets have been knocked over, the team will try to knock the ball off of the pylon, winning a point for their team. Students are not permitted to run when holding a ball, and cannot step inside another team's end zone. A ball on the floor may be picked up by either team, unless it is in an end zone. Stop game play every five minutes to rotate groups, answer questions, and draw attention to the creative use of effective game strategies. While playing, encourage students to consider the tips and strategies for success when playing target games, and to consider multiple ways in which the body benefits from participation in physical activity. Consider challenging students to throw and pass a ball using scoops, or using only their feet. At the end of the game, each team will share their cheer with the opposing team, and identify one way in which their opponents effectively used target game strategies.



🚩 Pylons   📌 Pins   X Team 1   O Team 2



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# Wrap It Up

## NAME GAME

Invite the students in each 1/3 of the activity area to stand in a large circle. Each student will be asked to describe a physical, emotional, or social benefit of physical activity and lead the group in a movement to represent the benefit; e.g., workout my heart and lungs (create a heart shape with hands and pump out and in over chest), get to meet and know new friends (shake hands with a person beside you). The group will repeat each benefit in unison, after it is described. The next student in the circle will repeat the previous benefit(s) and add their own, followed by the group. Provide an opportunity for students to add to their Target Games Tip sheets.