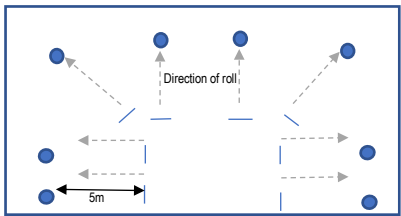
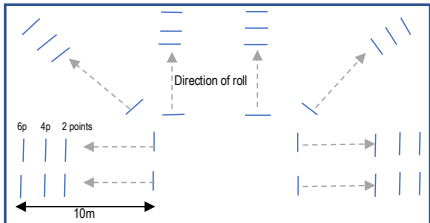
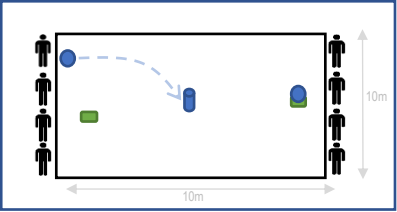
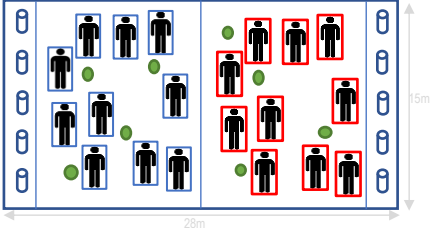


ACHPER Victoria Levels 5 & 6 Target Games Unit (Australian Curriculum V9.0)

Unit: Target	Level: 5&6	Lesson: 1/8	Date:
Content Descriptions	- Adapt and modify movement skills across a variety of situations (AC9HP6M01) - Investigate how different movement concepts related to effort, space, time objects and people can be applied to improve movement outcomes (AC9HP6M03)		
Learning Intentions and Success Criteria	Learning intentions: - To modify effort/technique to accurately roll a ball at a target - To explain how changing effort/technique can impact a roll towards a target Success Criteria: - I can change my effort and roll technique to successfully hit a target in different situations - I can identify how changing effort and technique will change my roll and impact success when aiming to hit a target		
Equipment:	Bowling pins/large water bottles/witches hats, bean bags, foam balls, cones, exercise book or electronic eg: iPad e-book app), pens/pencils, A1 assessment worksheet.		

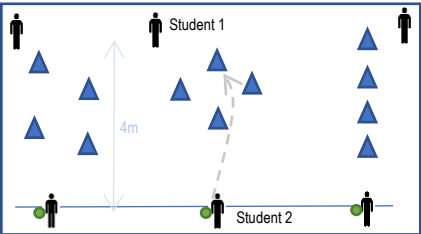
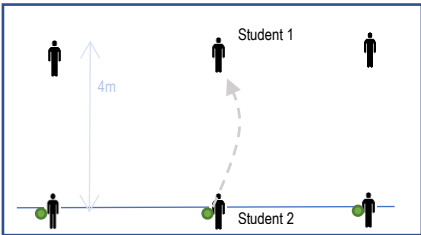
Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
8 min	Equipment: Per group: 1 set of pins/cones/water bottles, 1 cone.  Safety: - Groups are evenly spread, throwing away from each other - Students instructed not to collect ball until all groups have thrown and/or on teacher command	Tuning In 1 – Rolling practice - Organise students into groups of 2-3, lined up behind cone 5m from their target. - Practice rolling the ball at a pin/cone, with two hands and one hand (left and right). Bowl from a stationary position, with one step or several steps. - Using a modified bowling kit, plastic bottles or other things in your storeroom, roll the ball to hit the target/s. Progressions: - Begin with one target/pin and attempt to determine which is the correct way to perform the underhand roll for the most accuracy. - Two pins to knock down in one roll (may need to reduce the distance rolled). - Increase the number of pins, students are attempting to knock down as many pins in a single roll as possible. Group members take it in turns and replace pins after their roll. Modifications: - Vary distance from the pins/size and weight of ball - Use a scooter board like a curling stone to hit the target/s. - Use a hockey puck/bean bag to slide along the floor to hit the targets. - Put an obstacle in front of the targets to change the angle of approach or make the bowler spin the ball so that it moves around obstacle.	Teaching Points <i>Underarm roll</i> - Swing arm back - Step and swing forward - Release ball low, follow throw toward target Key Questions Q. Where were you standing and aiming at the beginning of your roll? A. <i>Standing facing the pin, in line with it and aiming for it.</i> Q. Can you describe how you changed your tactics when there was more than one target or an obstacle? A. <i>Changed angled of where rolled ball from, attempted to spin ball so it had a curved roll.</i> Q. If you released the ball too high/late what might have happened to your roll? A. <i>It will have gone up into the air and bounced before rolling toward target.</i>	Pre-test
8 min	Equipment: Per group: 3 ropes or pairs of cones, 3 balls.  Safety: - Groups are evenly spread, throwing away from each other - Students instructed not to collect ball until all groups have thrown and/or on teacher command	Activity 1 – Target team rolls - Organise students into groups of 2-3. - Place a number of lines (you can use ropes or tape) or pairs of cones with different point values. - Students use an underarm roll to attempt to place the ball at the selected target to achieve highest possible score. - Allow each student to have 3 rolls and calculate score before collecting balls and returning to next group member. - Teams calculate total score. Progressions: - Competitive Knock Down: Assign three distances from the targets. The closes distance is worth 1, the middle distance 2 and the furthest distance 3 points. Participants can then choose the line they wish to shoot from. Use alternate shots with the first one to 20 points declared the winner. Modifications: - Increase/decrease distance between marker and targets - Use balls of varying sizes/weights (tennis ball, handball, foam ball, table tennis ball...)	Teaching Points: - Adjust effort for distance - Step forward and release ball low - Follow through toward target Key Questions Q. What techniques are required to aim the ball accurately? A. <i>Stand in line with target. Smooth backswing, release ball low with no bounce aiming at target, follow through toward target.</i> Q. How does remembering to step forward change your performance? A. <i>Increased accuracy of aim if stepping in direction toward target and may have increased speed of roll.</i> Q. How could you modify your technique to make sure the object rolls at the required speed? A. <i>If speed is too fast; decrease backswing and release more slowly or with less force.</i>	Pre-test

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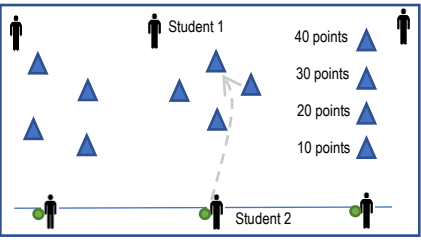
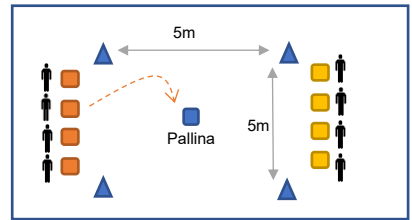
8 min	Equipment: Per playing area: 1 pin, 2 beanbags, two foam balls.  Safety: Adequately space students in area and have games running parallel to each other so not rolling into other groups' space	Activity 2 – Sink the Ship - Divide class into teams of 4. Two teams face each other on opposite sides of a 10x10 m playing area. - Place a pin (or similar) in the middle of the playing area, and a bean bag in from of each team, with a large foam ball placed on top. - On the teachers command, the first student in line will retrieve their teams' ball from on top of the bean bag and roll it towards the pin aiming to hit it. If they successfully hit the pin, they replace the pin upright, retrieve their ball and place it back on top of the team's beanbag, ready for the next student in line. - If the pin is not struck on their first roll the student will collect their ball and roll it again from this spot, persisting until they hit the pin too. - Aim is for all members in the team to knock down pin. Modifications: - Increase or decrease distance from the target/pins - Vary size and weight of ball	Teaching Points: - Eyes on target - Body in line with target - Step forward with opposite foot. - Swing arm forwards Key Questions Q. What were you looking at and facing when rolling the ball? A. Looking at the target and lining up body with target, feet towards target. Q. What is the correct rolling technique for propelling an object? A. Swinging arm back, stepping forward with opposite foot, swing arm forward, release ball low to ground, follow through with hand toward target.	Pre-test
15 min	Equipment. 10 bowling pins or witches hats, 10 gator balls/soft larger balls  Safety: Remind students to be aware of other moving around playing area	Activity 3 – Pin Down - Class is divided into two teams, each occupying one half of a basketball court (or similar area). Behind each baseline are 5 pins (or upside-down witches hats). Students cannot move behind the baseline or out of their half of the court. - Each team begins with 4 gator/foam balls and will roll the ball attempting to knock down the 5 pins opposite them. - Students cannot run with ball once they have possession but can pass. - Opposing teams cannot stand in front of pins to actively defend them. - Teams are aiming to knock down all 5 of their target pins. Modifications - Use an underarm or overarm throw - Use upside down witches hats instead of pins - Allow students to take two steps to move to better position once have possession of ball to roll. - Add in a no-go zone between players and cones - Increase/decrease size of playing area or ball	Teaching Points: - Think before you roll, how do you aim accurately? - Release ball low - Follow through to target Key Questions Q. How did you change your rolling technique when your proximity to the pin changed? A. Applied more, or less, force depending on distance from pin. Brought arm back further behind body to generate more power if further distance away. Q. How did you have to modify your placement in your half of the court with the other team providing opposition? A. I moved to retrieve a ball and looked for open space to aim my roll towards or looked for a better placed teammate, who could be more successful.	Pre-test
7 min	Equipment: exercise book or electronic eg: iPad e-book app), pens/pencils, A1 assessment worksheet.	Reflection and Closure – Affective Reflection Questions Use one (or a combination) of the questions in the A1 Affective Lesson Reflection Questions to prompt students to undertake lesson reflection. Students can discuss responses in small groups and share ideas or have a few minutes to develop responses individually in a range of ways (i.e.: written, verbal, visual etc). Record in exercise book or electronic device	Key Questions: Q. Can you name any sports where aiming for a target applies? A. 10 pin bowling, lawn bowls, bocce, croquet, darts, golf, archery, billiards, snooker... Q. Where in the community can you play games that involve targets? A. Various responses (organised or social, with family etc). As the unit progresses students will be made aware of local venues and clubs that provide target sports opportunities.	A1 Affective Lesson Reflection Questions

ACHPER Victoria Levels 5 & 6 Target Games Unit (Australian Curriculum V9.0)

Unit: Target	Level: 5&6	Lesson: 2/8	Date:
Content Descriptions	- Adapt and modify movement skills across a variety of situations (AC9HP6M01) - Investigate how different movement concepts related to effort, space, time objects and people can be applied to improve movement outcomes (AC9HP6M03)		
Learning Intentions and Success Criteria	Learning intentions: - To modify effort/technique to accurately roll a ball at a target - To explain how changing effort/technique can impact a roll towards a target Success Criteria: - I can change my effort and roll technique to successfully hit a target in different situations - I can identify how changing effort and technique will change my roll and impact success when aiming to hit a target		
Equipment:	Cones, bean bags, class set of A6 SMART Goal Worksheet, pens/pencils		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
8 min	Equipment: Per pair; 4 cones, 1 bean bag.  Safety: - Adequately space students in area and have groups work in parallel - Ensure student 1 is stood behind and to the side of targets - Always watch partner throws	Tuning in 1 – Knock ‘em Down - In pairs students collect 4 cones and 1 bean bag. - Student 1 chooses the layout of the 4 cones as targets while student 2 stands 4m away with the bean bag. Progressions: - Student 1 selects which target student 2 must aim for first. Pairs count how many throws it takes for student 2 to hit all 4 targets. Pairs switch roles and repeat. - Teacher brings in class to question about type of throw and how throwers achieved success in the activity. - Repeat activity so that student 1 and 2 both again attempt to knock down targets in the shortest number of throws focusing on control of effort and use of underarm throw. Modifications: - Increase/decrease amount of targets - Increase/decrease distance between throwers and targets - Use smaller ball, light ball, newspaper ball or shuttle. - Roll ball instead of throw or change object thrown (e.g. frisbee).	Teaching Points: - Eyes on target - Step forward with opposite foot - Swing arm back and forth - Adjust force and aim Key Questions: Q. What kind of throw is most appropriate to use? A. An underarm throw. Q. How did you attempt to aim? A. Looking at target, stepping toward target, using less or more force if target closer/further away, having multiple attempts at the same target. Q. Were you always successful in hitting your target? Why? A. At this stage 100% success was probably not achieved. Remind students of teaching points of underarm throw, have them mimic the action without throwing an object.	Pre-test
8 min	Equipment: Per pair; 1 bean bag  Safety: - Students reminded they are aiming to place, not hit their partner with bean bag - Adequately space students in area so not throwing across or into other groups space	Activity 1 – Perfect Placement - In same pairs students will stand 3-4m apart. - Student 1 will act as a target. - Student 2 will begin with the bean bag as the thrower. - Using the underarm throw students will aim to place the bean bag; - Between their partners legs - At the left foot and right foot of partner individually - Landing the bean bag as close as possible to their partners feet without touching them. Modifications: - Increase/decrease distance between partners - Change throwing object (small ball, light ball, newspaper ball, shuttle)	Teaching Points: <i>Underarm throw:</i> - Eyes on target - Step forward with opposite foot. - Keep straight arm as backswing occurs and throw forwards - Transfer weight from back to front foot as throw - Follow through with throwing arm to target Key Questions: Q. Where did you stand to be most accurate? A. Facing partner and in line with them. Q. How did you change your technique to be accurate when each of the targets were different? A. They were different distances and angles so had to try and release the bean bag at different angles, with more or less backswing, with a bigger step...	Pre-test

ACHPER Victoria Levels 5 & 6 Target Games Unit (Australian Curriculum V9.0)

8 min	Equipment: Per pair; 4 cones, 1 bean bag.  Safety: - Adequately space students in area so not throwing across or into other groups space - Ensure student 1 is stood behind and to the side of targets - Collect objects on teacher instruction/at same time	Activity 2 – <u>Knock 'em Down 2</u> - Same set up as Tuning In activity, this time introducing competitive scoring. - Pairs can determine their own point values. - E.g. aiming for the least number of throws to knock down all 4 targets, or 3 points if hitting the target on the first throw, 2 points if on second and 1 point if more than 3 attempts at same target. Or students could assign different values to pins positioned closest to furthest away (10, 20, 30, 40 points). Modifications: - Increase/decrease distance of throw - Increase/decrease amount and size of targets - Use small, light ball or shuttle. - Roll ball instead of throw - Change object thrown (e.g. frisbee).	Teaching Points - Strategy – how will you score most points? (Accuracy vs force trade off) - How do you avoid obstacles? Key Questions Q. Where were you aiming when points were added in? A. At the targets with the highest point value. Q. How can you improve your aim to be more accurate? A. Always looking at target before throwing, step to the target and follow through to the target. Q. Is there a way to knock down more than one target with a single throw? A. Yes, if two targets are close you can aim for the one closest to you to knock it backwards or sideways to topple other targets as it falls over.	Pre-test
15 min	Equipment: 4 cones, 9 bean bags per 2 teams.  Safety: Remind students not to enter a court area to retrieve objects until all students in group have thrown bean bags	Activity 3 – <u>Bean Bag Bocce</u> - Students are divided into teams of 4. Each team has 4 bean bags of same colour, and one of an alternate colour to act as the 'Pallina'/target. - The starting team throws the Pallina beanbag. - Students from each team alternate to underarm throw their bean bag aiming to place as close as possible to the Pallina. Teams continue to alternate throwing until all eight players have thrown their beanbag. Students cannot step inside playing area on their throw or throw does not count. - The team with the closest beanbag to the Pallina wins a point. - Players then collect their beanbags and the Pallina, and the team who did not score gets to start the second round by throwing the Pallina into playing area. Teams play to 5 points. Modifications: - Increase/decrease size of playing area. - Slide bean bags instead of throw if on smooth indoor floor - Replace bean bag Pallina with a bucket as target. - Play 1v1 with 4 bean bags each, or 2v2 with 2 bean bags each. Progressions: - Play outside on grass/soft surface with modified weighted Bocce balls. - Introduce round robin of teams, switching opposing teams.	Teaching Points: How does your strategy change when you have an obstruction (eg: another player's bean bag in the way?) Key Questions: Q. What modifications to your throwing technique did you have to make to ensure you were landing your bean bag closest to the target? A. E.g. Students may need to swing arm further behind body to generate more power if proximity of target is further away or release sooner if objects trajectory is too high/short. Perhaps they have forgotten to step forward. Q. What strategies can you team use to attempt to get your bean bag closest to the Pallina? A. Try and knock other teams bean bag out of way, place Pallina close to a sideline so increasing chance of opposition throwing out of bounds. Q. If you see an opponents bean bag closest to the Pallina what would you do strategically? A. Change effort of throw to place my bean bag in front or knock out of way oppositions bean bag.	Pre-test
5-7 min	Equipment: Class set of A6 SMART Goal Worksheet. Pens/pencils.	Reflection and Closure – <u>SMART Goal Set Up</u> - Using the SMART Goal Worksheet students work through the questions to identify their own SMART Goal for the Target Unit. At the end of this unit students will reflect on their progress in achieving this goal. - Students to add worksheets to student workbook.		A6 SMART Goal Development