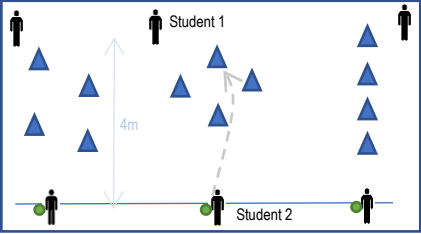
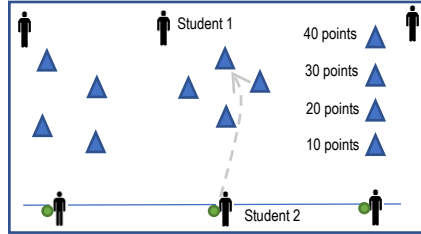
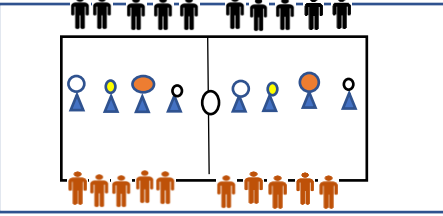
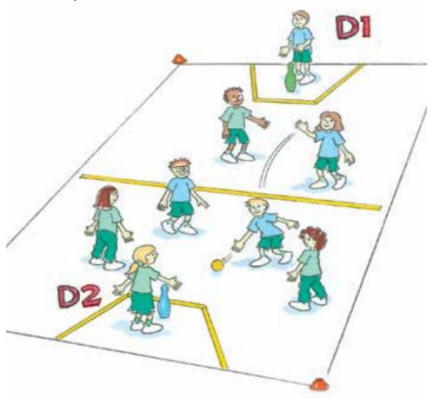
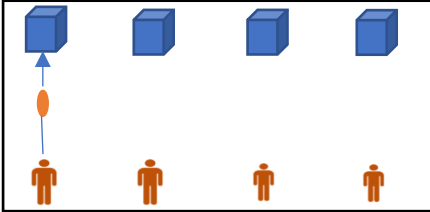
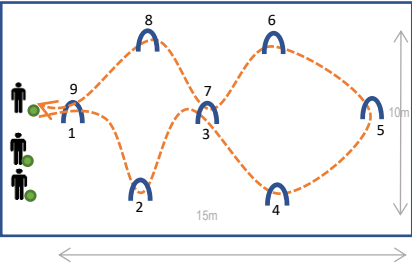



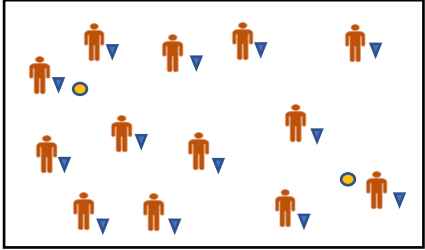
Unit: Target	Level: 7&8	Lesson: 1/8	Date:
Content Descriptions	<ul style="list-style-type: none"> Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01) Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02) Demonstrate and explain how movement concepts relating to effort, space, time, objects and people can be manipulated to improve movement outcomes (AC9HP8M03) Propose and evaluate movement strategies and skills that would be most effective in different movement situations (AC9HP8M07) 		
Learning Intentions and Success Criteria	Learning intentions: <ul style="list-style-type: none"> To apply and refine rolling and throwing (including effort, aim and technique) to hit a stationary target To design and evaluate strategies to hit a target and achieve the best possible score in game situations 	Success Criteria: <ul style="list-style-type: none"> I can modify rolls and throws to successfully hit a stationary target I can create and evaluate the impact of strategies relating to hitting a target to achieve the best possible score in game situations 	
Equipment:	Cones, beanbags, basketball, soccerball, tennis ball, golf ball, gator balls, handball, coloured bibs		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
8 min	<p>Equipment: Per pair; 4 cones, 1 bean bag.</p>  <p>Safety:</p> <ul style="list-style-type: none"> Adequately space students in area and have groups work in parallel Ensure student 1 is stood behind/to side of targets Always watch partner throws 	<p>Tuning in – Knock ‘em Down</p> <ul style="list-style-type: none"> 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. <p>Progressions:</p> <ul style="list-style-type: none"> 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. <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease amount of targets, 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). 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Eyes on target Step forward with opposite foot Swing arm back and forth Adjust force and aim <p>Key Questions:</p> <p>Q. What kind of throw is most appropriate to use? A. An underarm throw.</p> <p>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.</p> <p>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.</p>	<p>A5 Pre-Assessment Activity Idea – to complete with students</p> <p>Pre-test Rubric (teacher to complete)</p>
8 min	<p>Equipment: Per pair; 4 cones, 1 bean bag.</p>  <p>Safety:</p> <ul style="list-style-type: none"> Adequately space students in area and have groups work in parallel Ensure student 1 is stood behind/to side of targets Collect objects on teacher instruction/at same time 	<p>Activity 1 – Knock ‘em Down 2</p> <ul style="list-style-type: none"> 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). <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease distance of throw, amount and size of targets Change object thrown (Eg: small, light ball or shuttle, frisbee, strike) Roll ball instead of throw 	<p>Teaching Points</p> <ul style="list-style-type: none"> Strategy – how will you score most points? (Accuracy vs force trade off) How do you avoid obstacles <p>Key Questions</p> <p>Q. Where were you aiming when points were added in? A. At the targets with the highest point value.</p> <p>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.</p> <p>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.</p>	<p>Pre-test Rubric (teacher to complete)</p>

<p>10 min</p>	<p>Equipment: Per playing area: 4 cones, basketball, soccerball, tennis ball, golf ball, gator balls</p>  <p>Safety:</p> <ul style="list-style-type: none"> Adequately space students in area and have games running parallel to each other so not rolling into other groups' space 	<p>Activity 2 – 4 Balls for 15 Points</p> <ul style="list-style-type: none"> Divide class into 4 teams. Using a basketball court, set up 2 separate games. The teams face each other on each side of the playing area. Set up 4 cones in a line along the centre of the court area. On one cone place a basketball, one the second a tennis ball, on the third a soccer ball and the fourth a golf ball or ping pong ball Students take turns from each side to try to knock the balls off the cones using a gator ball to score points (basketball-2, soccer-3, tennis-4, golf-6) Each person gets 4 throws/rolls each. <p>Modifications:</p> <ul style="list-style-type: none"> Increase or decrease distance from the target/pins Vary size and weight of ball used for throwing/rolling toward targets 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Eyes on target Body in line with target Step forward with opposite foot. Swing arm forwards <p>Key Questions</p> <p>Q. What were you looking at and facing when rolling the ball? <i>A. Looking at the target and lining up body with target, feet towards target.</i></p> <p>Q. What is the correct rolling technique for propelling an object? <i>A. Swinging arm back, stepping forward with opposite foot, swing arm forward, release ball low to ground, follow through with hand toward target.</i></p>	<p>Pre-test Rubric (teacher to complete)</p>
<p>15 min</p>	<p>Equipment. Each game: coloured bibs, gator ball or handball, skittle/cone</p>  <p>Source: www.sportaus.gov.au</p> <p>Safety:</p> <ul style="list-style-type: none"> Remind students to be aware of others moving around playing area Safe distance between groups 	<p>Activity 3 – D1 and D2</p> <ul style="list-style-type: none"> Teams of 4 players, one with coloured bibs Establish a playing area with 2 goal circles (half of a basketball court or 3 games on each third of a netball court), each with a skittle/cone as shown Use a medium size ball (gator, handball) One team (attackers) starts with possession at the centre. Attackers move the ball around by passing without running and must attack from outside the circle. Only holding the ball for 5 seconds Defenders (D1 and D2) – each team has one defender inside the goal area to guard their skittle/cone (without touching). Other defender try to intercept ball Team throws ball at skittle and scores point for each time they knock over opposition skittle/cone <p>Modifications</p> <ul style="list-style-type: none"> Restrict number of passes Vary size of ball Allow students to take two steps to move to better position once have possession of ball to roll. All players to defend from outside goal area Increase/decrease size of playing area Can only roll ball to score and not throw 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Think before you roll, how do you aim accurately? Release ball low Follow through to target <p>Key Questions</p> <p>Attackers:</p> <p>Q. Where can you move to score a point quickly? <i>A. Into space and away from defenders.</i></p> <p>Defenders:</p> <p>Q. Where can you go to make interceptions? <i>A. Close to attackers and /or around goal area.</i></p> <p>Q. What position do the D1 and D2 need to be in to stop a score? <i>A. In between the player with the ball and the skittle/cone</i></p>	<p>Pre-test Rubric (teacher to complete)</p>
<p>10 mins</p>	<p>Equipment: exercise book or electronic eg: iPad e-book app), pens/pencils, A1 assessment worksheet.</p>	<p>Reflection and Closure – Affective Reflection Questions</p> <ul style="list-style-type: none"> 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 	<p>Key Questions:</p> <p>Q. Can you name any sports where aiming for a target applies? <i>A. 10 pin bowling, lawn bowls, bocce, croquet, darts, golf, archery, billiards, snooker...</i></p> <p>Q. Where in the community can you play games that involve targets? <i>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.</i></p>	<p>A1 Affective Lesson Reflection Questions</p>

Unit: Target	Level: 7&8	Lesson: 2/8	Date:
Content Descriptions	<ul style="list-style-type: none"> Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01) Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02) Demonstrate and explain how movement concepts relating to effort, space, time, objects and people can be manipulated to improve movement outcomes (AC9HP8M03) 		
Learning Intentions and Success Criteria	Learning intentions: <ul style="list-style-type: none"> To apply and refine rolling, kicking and striking (including effort, aim and technique) to hit a stationary target To design and evaluate strategies to hit a target and achieve the best possible score in game situations 	Success Criteria: <ul style="list-style-type: none"> I can modify rolls, kicks and strikes to successfully hit a stationary target I can create and evaluate the impact of strategies relating to hitting a target to achieve the best possible score in game situations 	
Equipment:	Cones, bean bags, football, bin, pool noodles, garden stakes, soccer ball, hockey sticks, balls, gator balls, class set of A3 SMART Goal Worksheet, pens/pencils		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
8 min	Equipment: Per Group: football, bin or cones  <p>Safety:</p> <ul style="list-style-type: none"> Students reminded they are aiming to place Adequately space students in area Remind retriever to keep eye on ball 	Tuning In – Goalie Bin <ul style="list-style-type: none"> Place a large bin – upright with lid off (or grid area with cones) behind the goal line or end of basketball court per group Students line up in single line with one player retrieving the ball first The next player kicks the ball to try to land it in the bin/cone area If successful they have another attempt from further out If unsuccessful, they are now the retriever, and the other player joins the line and the game continues <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease distance between kicking line and bin Vary the angle kicking from Change kicking object Kick across basketball court 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Eyes on target Step forward with opposite foot. Transfer weight from back to front foot as throw Follow through with kicking leg to target Adjust technique depending on location, angle, etc. <p>Key Questions:</p> <p>Q. Where did you stand to be most accurate? A. Facing partner and in line with them.</p> <p>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...</p>	
10 mins	Equipment: Per group: 7 Pool noodles, 14 garden stakes/tent pegs, soccer ball per student.  <p>Safety:</p> <ul style="list-style-type: none"> Teacher to place pool noodle goals into ground with securing objects. Adjust if they come loose. Students reminded of using correct amount of effort to kick ball in area where other groups present. 	<p>Activity 1 – Kick Croquet</p> <ul style="list-style-type: none"> Use a plastic garden stake (tent peg or similar) in each end of a pool noodle to secure it in a rainbow shape in the grass to create mini 'goal' targets. Set out 7 goals in two imaginary diamonds set out end to end, students will progress to each goal in an agreed upon sequence (see diagram numbers). In pairs or small groups students have one kick at a time. The first kick is taken in front of the first goal, kicking the ball so it goes through the goal. On their turn, participants kick their ball from the spot where it had previously stopped, progressing to kick their ball through the sequence of goals to be the first to complete the circuit through all 9 goals. Students gain a 'bonus kick' each time the ball is kicked through a goal and move in the counterclockwise direction to the next goal. If a student's kick does not place a ball through a goal it is the next player's turn. If a student's ball has been knocked by another ball, the student kicks the ball from the new location. <p>Progressions</p> <ul style="list-style-type: none"> Students design own course and complete in small groups <p>Modifications:</p> <ul style="list-style-type: none"> Strike instead of kick - use a hockey stick or pool noodle as a stick to strike a light ball through the targets Increase/decrease distance between goals Change sequence of goals or allow students to design own course Eliminate bonus kick rule Play in pairs to complete course 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Eyes on target Adjust body position to in line with target Adjust force of kick <p>Key Questions:</p> <p>Q. What happened when you applied a strong force or a light force when sending your ball toward the gate? A. The stronger the force the further the ball travelled.</p> <p>Q. How could you improve the accuracy of your kick? A. Alter angle of body to be facing target, adjust effort to be more appropriate, follow through with kicking leg...</p> <p>Q. Where did you aim your kick? Why? A. In the middle of the goal and at an area between the ball and the goal. This is called an intermediate target. As a closer target allows you to be more accurate if you apply the right effort.</p> <p>Q. When playing against others (opposed), what tactics did you use? A. To knock someone else's ball out of way to give you a clear aim at target on next go or disadvantage them.</p>	

<p>15 min</p>	<p>Equipment: Per pair: 6 cones, 2 sticks, 2 balls</p>  <p>Source: www.thephysicaleducator.com</p> <p>Safety:</p> <ul style="list-style-type: none"> The ball should never come off the ground Players should set up their playing areas so that it does not affect the playing areas of other players 	<p>Activity 2 – Cone Croquet</p> <ul style="list-style-type: none"> In pairs, set up 6 cones (one as a starting cone) and others numbered 1-5 in the playing area Player one starts and strikes their ball with stick in an attempt to hit cone #1 Players alternate turns striking their ball Players may purposefully knock their opponent's ball The goal of the game is to hit all the cones in order before your opponent <p>Modifications:</p> <ul style="list-style-type: none"> Vary placement of cones Increase size of ball Change striking object 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Eyes on target Striking for accuracy and distance Adjust force and angle of hit in relation to target <p>Key Questions:</p> <p>Q. How do you strike the ball when there is no open path to the next cone? A. Various responses</p> <p>Q. What are the risks of striking the ball too hard? Too soft? A. If too hard it will go past the target and too soft it will not reach the intended target.</p> <p>Q. When playing against others, what tactics did you use? A. To knock someone else's ball out of way to give you a clear aim at target on next go or disadvantage them.</p>	
<p>15 mins</p>	<p>Equipment: cone per person, 2 gator balls/soft balls/futsal balls</p>  <p>Safety:</p> <ul style="list-style-type: none"> The ball should never come off the ground Players should be aware of others running in same area 	<p>Activity 3 – Skittle Soccer</p> <ul style="list-style-type: none"> On a basketball court area, played as a whole class game All players are given a cone they place upside down within court playing area Teacher throws 2 balls into the playing area All players play 'soccer' rules and attempt to knock over anyone else's cone by kicking the ball at cone Players can move around the court as required Players also need to keep eye on and protect their own cone If player has their cone knocked over they can continue playing but cannot stand their cone back up Play continues until one cone remains <p>Modifications:</p> <ul style="list-style-type: none"> Have 5 players on sideline who swap over with players as they have their cone knocked over (continual rotation) and play for set time Additional balls 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Eyes on target Striking for accuracy and distance Adjust force and angle of hit in relation to target Spatial awareness <p>Key Questions:</p> <p>Q. What did you need to consider when attempting to knock a cone over? A. If the cone was guarded by a player, my position in relation to the cone and distance</p> <p>Q. What impact did additional balls have on the game? A. You needed to be more aware of protecting your own cone</p> <p>Q. What was the best tactic to use? A. You needed to kick the ball with force and accuracy to give a better chance of knocking over a cone. Try to kick from nearby your own cone to also protect it</p>	
<p>5-7 min</p>	<p>Equipment: Class set of A3 SMART Goal Worksheet. Pens/pencils.</p>	<p>Reflection and Closure – SMART Goal Set Up</p> <ul style="list-style-type: none"> 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. 		<p>A3 SMART Goal Development</p>