

Week # Lesson # Title	Safety Requirements  Equipment	Learning Goal(s)  Success Criteria	Ophea Resources & Supports
<p><b>Week #4</b></p> <p><b>Lesson 4/4</b></p> <p><b>Title:</b> Playing Traditional Target Games</p> <p>Target games are games in which the learner propels an object, with a high degree of accuracy, at a target.</p>	<p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>Space where the movement activity is to take place large enough for the number of learners and required movements.</li> <li>Surface where the movement activity is to take place a non-slip surface.</li> <li>Space where the movement activity is to take place free of obstacles.</li> </ul>	<p><b>Primary Focus:</b> Transferring the skills of aim and accuracy to adapted forms of traditional target games such as: Bocce, <b>Bowling</b>, Golf, Croquet and Wheelchair Curling.</p> <p><b>Junior Focus:</b> Focusing on transferring game tactics to adapted forms of traditional target games such as: <b>Bocce</b>, Bowling, Golf, Croquet and Wheelchair Curling.</p> <p><b>Intermediate Focus:</b> Focusing on transferring game tactics to adapted forms of traditional target games such as: Bocce, Bowling, <b>Croquet</b>, Golf and Wheelchair Curling.</p> <p><b>Learning Goal:</b> We are learning how to apply skills, concepts and strategies when playing target games alone and/or with others to have fun &amp; success.</p> <p><b>Success Criteria:</b> (Reference video for examples/demonstrations of Look fors)</p> <ul style="list-style-type: none"> <li>I can choose an object I can successfully send.</li> <li>I can look where I will send the object.</li> <li>I can aim where I will send the object.</li> <li>I can use a body part to receive the object.</li> <li>I can adjust my next move accordingly to the learner I am playing with or against.</li> <li>I am smiling, laughing, taking turns, using positive affirmations (linking to social-emotional learning skills).</li> </ul>	<p><b>Ophea Resources &amp; Supports:</b></p> <p><b>PlaySport</b> <a href="https://www.playsport.net/">https://www.playsport.net/</a></p> <ul style="list-style-type: none"> <li><a href="#">Target Activity: Knock Down</a></li> <li><a href="#">Target Activity: Beanbag Boccia</a></li> <li><a href="#">Target Activity: Croquet Ball</a></li> </ul> <p><b>Learn to Move: Fundamental Movement Skills Activity Cards &amp; Posters</b> <a href="https://teachingtools.ophea.net/supplements/learn-move/posters/movement-skills">https://teachingtools.ophea.net/supplements/learn-move/posters/movement-skills</a></p> <ul style="list-style-type: none"> <li><a href="#">Target Activity Card &amp; Poster</a></li> </ul>

**Primary Game:** Adaptation to Ophea's PlaySport Resource: [Target Activity: Knock Down](#)

**Primary Focus:** Transferring the skills of aim and accuracy to adapted forms of traditional target games such as: Bocce, **Bowling**, Golf, Croquet and Wheelchair Curling.

**Equipment:**

- 3 objects to roll/glide/slide with a variety of sizes, weights and textures (e.g., ball)
- 5-6 targets (e.g., plastic bottle, toilet paper rolls, plastic bowling pins)
- Materials to create throwing lines (e.g., rolled up towel, tape, chalk, long branch)
- OR, if desired, rolled up towels, long branches, hockey sticks, pool noodles to create bumpers along the sides of the lane

**Set Up:**

- Place the 5-6 targets in a triangular fashion, similar to 5 pin bowling set up (2 wide at back, 2 med distance in middle, 1 pin forward and centre, or try a 3-2-1 set up with 6 pins).
- Create a throwing line from which to roll (7 paces from target or number of paces away according to age).
- Extend the bumpers, if desired, from the sending line to the far end of the target.

**How To Play Alone:**

- Roll object to strike as many targets as possible. If successful in knocking them all down, a *strike* is made! The learner then resets all targets and begin the next round.
- If a limited number of targets are knocked down on the first turn, the learner has a second turn. Removal of targets already hit is optional. If the remainder of targets fall with a second attempt, a *spare* is scored!
- Should there still be targets unmoved, the learner may take a third turn.
- Play continues for up to 10 rounds.

**How To Play with Another Learner:**

- Learner whose birthday falls closest to the present date goes first.
- Learners alternate turns after each round. Play continues, as with one player until 10 rounds have been played.
- Play a friendly game and celebrate each round won. May also chose to count points accumulated through all 10 rounds.

**Extensions:**

- Use 5 pin scoring system with points according to pin placement (e.g., using a 2-3-5 pts per pin from furthest back to the 5 point pin in front).
- Increase/decrease the distance between the throwing line and the targets.
- Assign a number to different throwing lines (e.g., 1, 2, 3). Multiply your score (assigned to targets) by the number assigned to the modified throwing lines.

**Look Fors (Success Criteria):**

- I can look where I will send the object.
- I can aim where I will send the object.
- I can apply a controlled force to send an object toward a target.
- I am trying my best while having fun (linking to social-emotional learning skills).

**Junior Game:** Adaptation to Ophea's PlaySport Resource: [Target Activity: Beanbag Boccia](#)

**Junior Focus:** Focusing on transferring game tactics to adapted forms of traditional target games such as: **Bocce**, Bowling, Golf, Croquet and Wheelchair Curling.

**Equipment:**

- 2 objects to send per learner (rolled up sock, stuffed toy, bean bag)
- One target, called the pallino (a different object than the sending objects).
- Material to set up a rectangular playing area (rolled up towel, string, tape)

**Set Up:**

- Create a playing area using rolled up towel/string/tape.

**How To Play Alone:**

- Start the game by looking the opposite way from the playing area.
- Toss the pallino/object over your head. Make sure it lands within the playing area.
- Turn around and attempt to send each object one at a time as close to the pallino as possible.

**How To Play with Another Learner:**

- Each learner has 2 of the same objects to send (e.g. 2 rolled up socks, 2 stuffed toys, 2 balls)
- Learners play RPS to decide who goes first.
- Learner who won RPS will start the game by using an underhand throw to toss out the pallino. The same learner will use an underhand throw their object as close to the pallino as possible.
- Learners take turns sending their objects toward the pallino.
- Each learner is allowed to knock either the pallino or other objects with their own object when being thrown.
- After both learners have sent their objects, the learner with the closest object to the pallino scores 1 point. That learner also receives a point for each object that is between the pallino and the other learner's closest object, for a maximum of 2 points per round.

**Extensions:**

- Create or use a larger target (e.g., hula hoop) and award points if the throwing object is close to the hula hoop, on the hula hoop, and in the hula hoop.
- Choose a different throwing object (e.g., rubber chicken, soft-skinned ball, sponge, frisbee, trash ball).

**Look Fors (Success Criteria):**

- I can apply a controlled force to send an object as close as possible to the target.
- I can throw for distance and accuracy.
- I can create a plan to increase my chances of success.

**Intermediate Game:** Adaptation to Ophea's PlaySport Resource: [Target Activity: Croquet Ball](#)

**Intermediate Focus:** Focusing on transferring game tactics to adapted forms of traditional target games such as: Bocce, Bowling, **Croquet**, Golf and Wheelchair Curling.

**Equipment:**

- Materials to create gates for an object to go between (e.g., chair, pairs of water bottles, pairs of cans, cones)
- One object for the target (at the end of the circuit)
- Object to send by rolling/sliding (e.g., ball, bean bag)

**Set Up:**

- Create a circuit of four "gates" using two pylons/cans/bottles/chairs, and one target for the final gate.
- Learners choose how far apart gates are from one another and how wide each gate is.

**How To Play Alone:**

- Learners roll/slide their object through the first gate, attempting to make it through to the 4th gate in the least number of turns.
- Learners continue in this manner until they have rolled/slid their object through each gate and their ball strikes the final target.

**How To Play With Another Learner:**

- One at a time, learners roll/slide their object through the first gate, attempting to make it to the final gate in the least number of turns.
- On their alternating turns, learners roll/slide their object from the spot where it had previously stopped.
- If a learner's object has been knocked by another ball, the learner rolls the ball from the new location.
- Each learner continues in this manner until they have rolled their ball through each gate and their ball strikes the final pylon.

**Extensions:**

- Make the space between the 2 gates narrower/wider.
- Use their non-dominant hand to roll the object underhand.
- Send the object in different ways (e.g., overhand throw, kick).
- Use an implement (e.g., hockey stick, croquet mallet, pool noodle) to send the object to the target.

**Look Fors (Success Criteria):**

- I can apply a controlled force to send an object as close as possible to the target.
- I can throw for distance and accuracy.
- I can create a plan to increase my chances of success.

## **Accommodations and Modifications:**

### **Accommodations:**

- Use an implement to send the object (e.g., pool noodle, hockey stick, paddle).
- Increase/decrease the distance between where you are sending and the target.
- Change the object you are sending.

### **Modifications:**

- Instead of sending the object towards the target, the learner can drop an object on/in the target.
- Place objects as targets in the playing area. Have the learner go to each object to collect them.

### **P/J/I Guiding Questions (embed social-emotional learning skills):**

1. Describe the advantages and/or disadvantages for you to try and block your opponent's path to the target? (A1.6)
2. What do you enjoy when playing target games? What is challenging for you when playing target games? (A1.5)
3. How can you adapt your sending skills to improve your ability to avoid obstacles? (e.g., choosing to manipulate the ball with spins and turns in order to avoid obstacles) (A1.6)
4. Think about your strengths and areas that need improvement while playing target games. How do you use your strengths to your advantage? How can you improve in the areas you are having challenges? (A1.3)