

Target Toss

Activity

Resource: PlaySport

Division(s): Primary Junior

TGFU Category: Target Games

Locations: gymnasium, multipurpose room, outdoor space (e.g., field, tarmac)

Game/Sport Connections

Target games are activities in which players send an object toward a target while avoiding any obstacles. By playing these games, participants develop skills and tactics to play other target games or games that require the application of similar skills, concepts, and strategies (e.g., archery, bocce, bowling, croquet, curling, golf, horseshoes, shuffleboard, Snow Snake).

Activity Overview

Participants learn about accuracy and practise by sending an object toward a target to score points.

Key Movement Skills, Concepts, and Strategies

Throughout the activity, consider highlighting the following skills, concepts, and strategies for effectively sending an object toward a target. Note that this list is not exhaustive and further learning opportunities may arise during the task.

Movement Skills and Concepts

Manipulation skills and effort awareness: applying a controlled force to send the object toward the target (e.g., using a one-handed underhand throw by cradling the object in the throwing hand with the object resting in the palm, focusing on the target and standing face-on to the target, swinging the throwing arm back while stepping forward with the opposite foot to the throwing arm, leaning slightly over the extended front foot, releasing the object and following through toward the target).

Movement Strategies

- Applying appropriate skills to be proficient at hitting the designated target (e.g., adjusting the force used when sending the object so that it will stop or land in a position to score points).
- Applying tactics that will increase chances of hitting a specific target to accumulate the highest number of points (e.g., understanding strengths with skill/concept application, choosing to stand at the optimal position to hit the target).

Considerations

- Incorporate some or all of the variations listed in the “Variations” section while planning the activity. This will help to best meet the diverse backgrounds, identities, needs, and interests of participants and maximize the fun, inclusion, participation, and success of everyone.
- To elevate participant voice and choice, periodically pause the activity and share the variations with participants. Ask them to determine how they would like to change the activity to maximize the fun, inclusion, meaningful participation, and success for everyone. Encourage participants to add any variations of their own.

Equipment

- 1 hula hoop per group
- 1 object to send per participant (e.g., beanbag, rubber chicken, soft-skinned ball, foam disc, slightly under-inflated ball)
- 1 pylon per group

- 2 objects per group to mark sending lines (e.g., skipping ropes, rubber/vinyl spots, dome cones, beanbags)

Safety

- Inspect the equipment and activity area to identify and remove hazards. Check that the activity surface provides sufficient traction.
- Establish the boundaries for the designated playing area at a safe distance from walls and obstacles. Share the boundaries with participants.
- Review the safety rules and activity instructions with participants prior to the activity.
- Instruct participants to be aware of their surroundings, including the locations of other participants during play.

How to Play

- Divide participants into pairs or small groups (e.g., 4 – 6). This activity can also be set up for parallel play.
- Each group places a hula hoop on the ground in their designated playing area with a pylon in the middle of the hoop as the target.
- Participants establish 2 sending lines at different distances from the target. Encourage participants to select sending lines that will provide optimal challenge. Participants may increase or decrease the distance to the target at any point during play, being mindful of other participants' designated playing areas.
- Each participant selects an object to send (e.g., beanbag, rubber chicken, soft-skinned ball, foam disc, slightly under-inflated ball) and decides how they will send their object toward the target (e.g., underhand/overhand throw, roll, kick while the object maintains contact with the ground, use non-dominant hand/foot).
- Participants take turns sending their object toward the target from their chosen sending line. Have participants switch their sending object at regular intervals during play.

- Groups determine a scoring system, assigning each area of the target a designated number of points (e.g., score 1 point for landing within the hula hoop near the pylon and 2 points for hitting the pylon). Points are doubled if the participant sends from the designated throwing line farthest from the target).
- After a period of play, provide participants with some or all of the variations. Ask them to decide how they might change the game to enhance their fun, challenge, and success. Encourage participants to add any variations of their own.
- Consider having groups share their variations and select another variation to try with their group.

Video: Visual Depiction of the Activity Instructions

[Video link](#)

Pause for Learning

Throughout the activity, ask open-ended questions to help participants refine their movement skills, strategies, and tactical solutions. Examples include:

- Why is it important to control the force you use when sending an object in various ways?
- Which objects are easier to send to hit the target? Why do you think it is easier?
- Which objects do you find more challenging to hit the target? Why do you think it is more challenging?
- Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

Variations

- Use a smaller target in the hula hoop (e.g., smaller pylon, a beanbag, a piece of tape to mark the target within the hula hoop).
- Remove the pylon and use the hula hoop as the target.
- Set a time limit for the game and see how many points participants can score within that time frame.
- Play from a kneeling or seated position