

A woman in a black athletic outfit is standing on a tennis court. The image is overlaid with a blue tint and features several target patterns in the foreground. The number '5' is prominently displayed in the upper left corner.

5

Target Games

Target game skills

Target games are those in which players send an object (such as a ball or dart) towards a target area. Sometimes this may also involve avoiding obstacles, defending, guarding, or blocking the path of the opposition's ball to stop them from scoring. Target games come in two forms. Opposed target games are ones, such as snooker or bowls, where the opposition's play affects the next move. In unopposed target games, such as golf and darts, the outcome is not affected by what the opposition does.

Target game skills	What this is	What it looks like – Success criteria
Offensive strategies	<p>It is using aim, accuracy, and the correct amount of force to locate the object in, or as close as possible to, the designated target.</p> <p>Unopposed target games are not dependent on where the opponent places their object.</p> <p>Opposed target games are dependent on where the opponents place the object.</p>	<ul style="list-style-type: none"> • Players control the object's speed and trajectory. • They aim with accuracy, by applying the right amount of force in the direction of the target. • Players avoid obstacles and judge the correct path and distance from the object to the target. • They use a strategy to plan the path, or the team path, of the object to the target.
Defensive strategies	<p>It is controlling the aim and accuracy of the object so that it comes to rest nearest to the target or that it blocks a path for the opposition and decreases their chances of having their object closer to the target than yours.</p>	<ul style="list-style-type: none"> • Players control the object's speed and trajectory by applying the right amount of force. • They avoid obstacles and focus on the aim and accuracy (the direction and distance) for the object to reach or block the target.

Target games	Page
<p>5.1 Noughts and Crosses</p> <p>This game is scored the same as traditional noughts and crosses. The aim is to get three bean bags into different hoops to make a straight line before the other team does.</p> <p>Accuracy and blocking</p>	134
<p>5.2 Bowls</p> <p>A thinking game that follows the traditional skills and strategies of bowls. It involves children bowling balls of various sizes along the ground to see who can get closest to the jack. Opposed and unopposed target games</p>	136
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<p>5.5 Rebounder Ball</p> <p>A tactical game where players work together to throw and catch a ball off a target in order to score. The targets are typically 2–4 rebounders, mini tramps on their side, or pieces of plywood on an angle. Team attack</p>	142

5.1 Noughts and Crosses

This game is scored the same as traditional noughts and crosses. The aim is to get three bean bags into different hoops to make a straight line before the other team does.



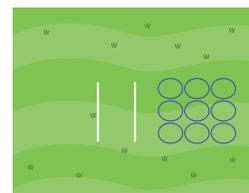
EQUIPMENT



9 Hoops, 1 tennis ball and 3 bean bags (per group)



Cones



LEARNING FOCUS

Focus younger children on:

- judging distance and force to land the ball into the hoops from varying distances
- working as a team and taking turns
- making a straight or diagonal line to achieve three in a row.

Focus older children on:

- applying offensive strategy by aiming for a hoop that provides the best options to make three on a line
- blocking the opposition from achieving a straight or diagonal before your team does.

SET UP AND PLAY

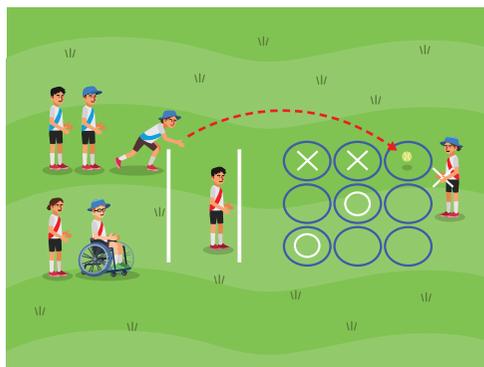
Set up:

- Set up nine hoops in three rows of three.
- Set the throwing or bowling distance to suit the skill level.
- Two teams of 2–5.
- Give each team three coloured bean bags and a tennis ball.
- One player from each team stands by the cones.

Play:

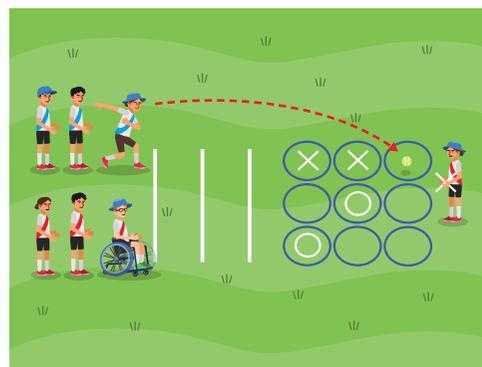
- The objective is to throw or bowl the ball into the hoops.
- If successful, the player at the end places their team's bean bag in the hoop and rolls the ball back.
- If the other team lands the ball in the same hoop, they can choose to place their team's bean bag in that hoop.
- Turns continue until one team makes a straight or diagonal line with their bean bags.
- Replace the players at the hoop end and begin again.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



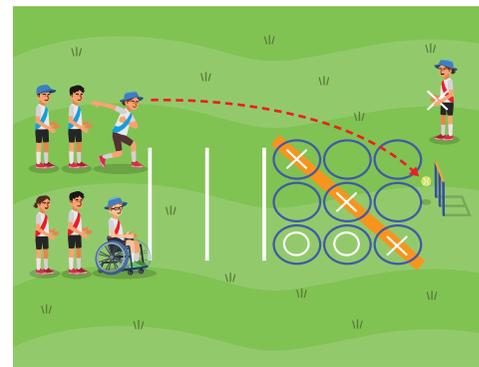
Step One: Throwing

Use variable throwing or bowling distances based on the skill level of the children and let them select the distance. The distance can differ for different members of the team, that is, one line for some players and lines further back so others are challenged.



Step Two: Overarm bowling

Once the children are successful and enjoying the game, encourage them to try bowling overarm at the target hoop. They should stand side-on and release the ball with a straight arm. The non-throwing hand should be pointing at the hoop. Introduce the game skill of opposed target games, using accuracy and blocking strategies to prevent the other team from achieving a line first.



Step Three: Overarm bowling at wickets

Place a cricket wicket behind the nine hoops. Children can learn to bowl with increased speed and accuracy. Players must now hit the wicket to place a bean bag in a chosen hoop. Encourage children to give each other specific feedback on what is working and why.

For older children, offer the three versions of this game at one time and let them choose the game that challenges them best.

LEARNING QUESTIONS

- How did your team improve their accuracy in the game?
- Did you find throwing or bowling the ball the most effective? Why?
- What is the difference between throwing and bowling a ball in this game?
- What strategies did your team use to block the other team's chances of getting a straight line?
- Which strategies were the most effective to win a round of Noughts and Crosses? Why?
- What do we mean by an opposed target game?

REFLECTION

After the activity, can the children:

- choose the most successful distance for them to throw or bowl from?
- take turns and play the game so that all enjoy it?
- bowl and throw at various distances with accuracy?
- explain the strategy of blocking in an opposed target game?
- give specific feedback to each other to improve accuracy and blocking?



Accuracy and Blocking

Learning about accuracy and blocking is important in target games. Accuracy involves using aim and amount of force to land the object as close as possible to the target. Blocking involves strategising to defend, guard, or block the path of the opposition's ball to stop them from scoring.

Accuracy:

1. This is improved during bowling if children:
 - deliver the ball side-on with a straight arm
 - focus on the target by pointing with the non-throwing hand
 - transfer their weight from the back to the front foot at the point of release.
2. Encourage children to explore the line, length, and speed of their bowling in relation to where they want the ball to land.

Blocking:

1. This involves:
 - reading and anticipating the play of the other team
 - applying strategy to plan the path and resting place of the ball closest to the target
 - using strategy to block the opponent's chances of getting closest to the target.
2. It also requires accuracy to place the ball in specific positions.

5.2 Bowls

A thinking game that follows the traditional skills and strategies of bowls. It involves children bowling balls of various sizes along the ground to see who can get closest to the jack.



EQUIPMENT



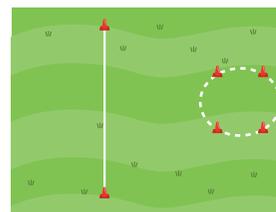
Cones or flat rubber markers



Balls of varying sizes



Large Swiss ball



LEARNING FOCUS

The focus of this game is on learning to control balls of different sizes and weights to place them as close as possible to the target.

Focus the children on:

- developing their aim and accuracy to reach the target
- crouching low to release the ball
- thinking tactically about where to roll and stop their bowls
- the strategy of blocking in target games.

SET UP AND PLAY

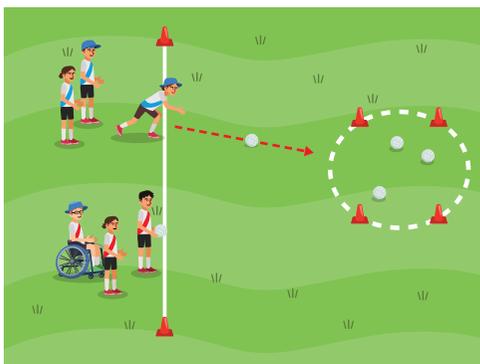
Set up:

- Set up a circle with cones or rubber mats a distance from the players.
- Place a Swiss ball in the centre as the 'jack'.

Play:

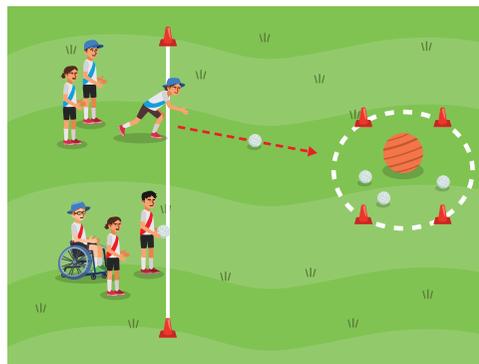
- Teams take turns to roll balls of different sizes and weights to stop closest to the jack.
- The team with the ball closest to the target (jack) wins that round.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



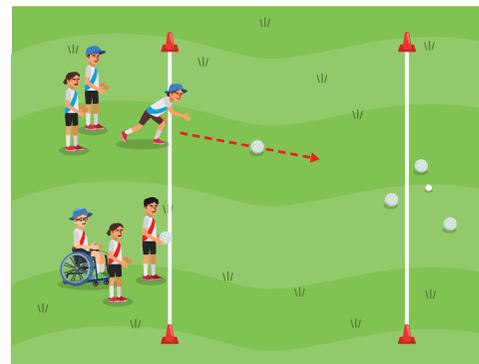
Step One:

Begin by playing like lawn bowls but aiming at a larger target.



Step Two:

Play in teams aiming to get each team's three balls as close as possible to the jack.



Step Three:

Vary the game by increasing the distance to the jack (target) and/or by introducing trying to knock the jack out of the target area.

LEARNING QUESTIONS

- Why is it best to crouch down to bowl the ball at the target?
- What did you do differently to make your ball finish closest to the target?
- What strategy did you use to block the other team's ball?
- What strategy did your team use to plan the different positioning of your three balls to the target?
- Do you think it is better to place the ball close to the jack or in a blocking position?

REFLECTION

After the activity, can the children:

- demonstrate how to aim and be accurate to reach the target?
- demonstrate how to block shots?
- work as a team and take turns?
- think tactically about where to roll and position their bowls?
- explain the difference between offence and defence in this game?



Target games come in two forms. In *unopposed* target games, such as golf, darts, and ten-pin bowling, players focus on being as close as possible to the target. In *opposed* target games, such as bowls, snooker and petanque, players try to prevent their opposition from scoring by knocking or blocking their opponent's ball into a less favourable position in relation to the target.

To enjoy both forms of target games, children need to develop:

- *Offensive skills:* The basis of good offence is the ability to aim and be accurate in placing the ball. This involves using the right amount of force to control the speed and trajectory of the ball to land in a finishing position as close as possible to the target (cup, hole, or jack).
- *Defensive skills:* The basis of good defence is the ability to 'block' the opponent's options. This means being able to use both aim and accuracy to control the ball so that it stops in a position that blocks the path for the opposition, making it more difficult to get their shot to hit or rest nearest the target.

5.3 Frisbee Golf

The aim of this game is for teams to get around a golf course set up with cones, flags, and hoops by throwing a Frisbee the least number of shots.



EQUIPMENT



Frisbees



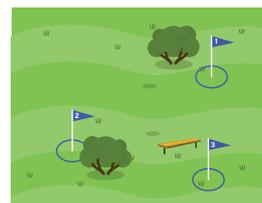
Hoops



Flags



Cones with numbers



LEARNING FOCUS

The focus in this game is on learning to throw a Frisbee and working with others as part of a team.

Focus the children on:

- learning to throw the Frisbee with accuracy and distance
- working together to take turns to complete the course
- interacting positively so that everyone is included and enjoying participating
- strategising how to play effectively
- learning about fair and ethical play.

SET UP AND PLAY

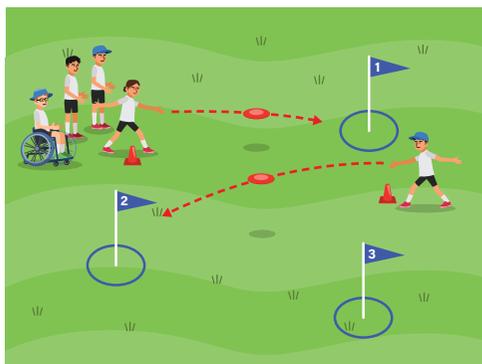
Set up:

- Set up a nine-hole golf course in the available space.
- Set up a 'tee' for each hole, using cones, and a 'green' a distance away, using a flag or marker in a hoop.
- For younger players, set out each hole together and use bean bags to throw.
- For older players, set out a tee and a green for nine different holes at the same time and start everyone at a different hole.

Play:

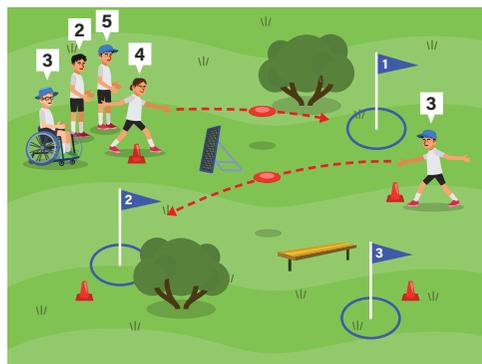
- Take turns and count the number of throws it takes to get the Frisbee from the tee and into the hoop.
- The aim is for the team to get around the course with the least number of throws.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



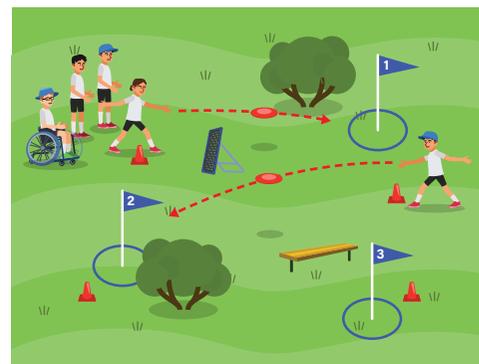
Step One:

Round 1: Take turns as a team to throw the bean bag or Frisbee towards and into the nine hoops. Set out each hole together as you go.



Step Two:

Round 2: Count the number of throws that the team takes to get around the golf course. Play again and see if the team can get around the course in fewer throws.



Step Three:

Vary the difficulty of the course by including some obstacles to go around or avoid. Trees and buildings are good to navigate around. Zones defined by cones make great sand traps.

LEARNING QUESTIONS

- What was the best way to hold a Frisbee for throwing?
- How did you vary the Frisbee throw for distance to the hole and accuracy into the hoop?
- How did you encourage, support, and include the people you were playing with?
- What strategy did your team use to successfully navigate around and avoid the obstacles in the course?
- What strategy did your team use to get around the Frisbee Golf course with the lowest number of throws?

REFLECTION

After the activity, can the children:

- take turns as a team to record their score?
- set out and pack up the course?
- successfully throw a Frisbee into a target?
- ensure that all players are encouraged, supported, and included?
- develop a strategy to reduce the number of throws that the team takes to get around the course?



Throwing a Frisbee

Frisbees are fun to throw. They tend to hover, glide, and drift in the air. Skilled throwers can bend the flight around obstacles and throw them considerable distances. In addition, games based on Frisbees tend to have their own values and principles of play. Often Frisbee games have no referees, so players are expected to mediate their own disagreements and demonstrate respect, integrity, and self-control. It's a reminder that joy and friendship are more important than winning. Therefore learning the skill of throwing a Frisbee can support the development of good social and ethical skills.

Teaching children how to throw and catch a Frisbee is relatively easy. Some of the steps involved in teaching the basic throw are:

1. Match the size and weight of the Frisbee to the child.
2. Play a lot of throwing games and refrain from offering instruction. This allows children to explore the basics of throwing as they slowly develop their throwing action over time.
3. Offer basic throwing instruction when needed to help the Frisbee fly flat with some spin. Correct grip, stance, and throwing action if these are causing problems.
4. Reinforce the principles of inclusion, fair play, and positive interaction when playing Frisbee games.

5.4 Pattern Ball

The aim of this game is to establish a throwing and catching pattern with as many balls as the team can successfully manage at one time.



EQUIPMENT



Buckets



Hoops



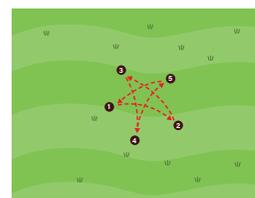
Bean bags



Mid-sized balls



Tennis balls



LEARNING FOCUS

The focus in this game is on passing a ball and working collectively to keep a passing pattern going.

Focus children on:

- learning the pattern of who to pass the ball to
- learning how to pass successfully within the pattern, including communicating and timing the pass
- contributing to the group goal of successfully passing lots of balls within the pattern
- communicating and interacting positively.

SET UP AND PLAY

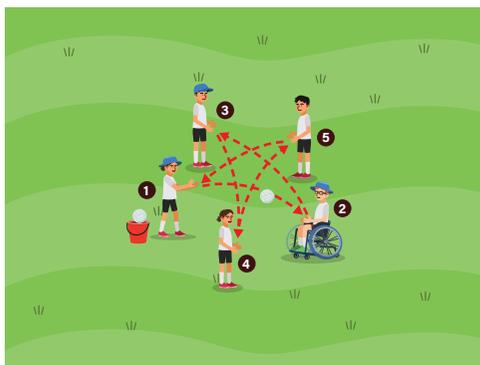
Set up:

- Play in a circle of 6–10 children
- Use soft balls that are easy and safe to catch.

Play:

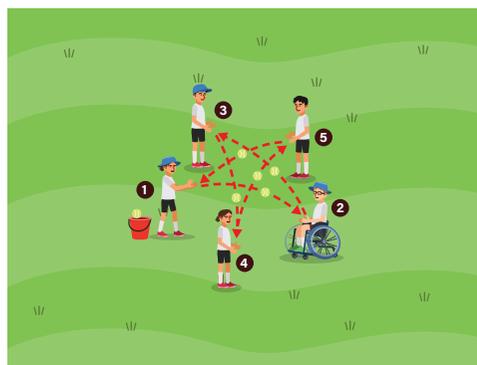
- Set up a pattern where everyone in the circle has someone to pass to. Players cannot pass to their neighbour.
- Each player needs to know who they receive from and who they pass to.
- Once the pattern is established, introduce another ball into the pattern.
- Keep introducing balls into the pattern. See how many the group can manage.
- If a ball is dropped or two balls collide, start again with one player feeding the balls into the pattern from the bucket of balls.

PROGRESSIONS *Using the following progressions, think about simplifying, shaping, focusing, and enhancing.*



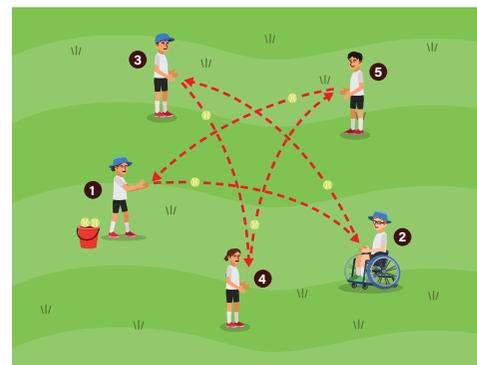
Step One:

Begin by having the children establish a passing pattern and seeing how many balls they can pass around the pattern.



Step Two:

Use a variety of different objects to pass. This could be small and large balls, bean bags, rubber chickens, etc.



Step Three:

Increase the size of the circle and pass and follow their pass to take up the position of the person they passed the ball to. Reduce the number of balls to 1 or 2. Step three requires the children to read the play and decide when to move. It teaches them timing and to look at where both the players and the balls are moving.



Passing as a relationship

Passing the ball around the team requires a *relationship* between the passer and receiver. Both players need to be in sync with each other's actions, and both are equally important in this relationship. Rather than focusing on the technique of passing or practising passing in isolation, adults should set up passing games where the common elements of the *passing relationship* can be learned. Using passing in games allows children to understand why and when a pass is needed and how to create and adapt to the situation.

Children learn passing best in a game context. As their passing develops, change the environment by increasing the time pressure or difficulty level. Games create opportunities for flexibility and the variable nature of passing in the form of information and movement cues. Game contexts allow players to read and respond to these situational clues by:

1. Signalling, watching, and timing the pass
2. Selecting the type, place, and speed of the pass to use
3. Creating and passing into space
4. Passing to moving players and running on to the ball in the space created
5. Reacting and passing in relation to what the other player is doing.

LEARNING QUESTIONS

- What strategy did you use to establish the original pattern of passing around the circle?
- When and why did you use different passes?
- What did you have to concentrate on to be successful?
- What are some of the common elements of the relationship between players passing and receiving a ball?
- If your group or partner was having problems passing or receiving, how did you resolve those?
- How many balls could your team successfully pass at one time until the pressure became too much?

REFLECTION

After the activity, can the children:

- communicate when to pass and indicate that they are ready to receive a pass?
- time and deliver an accurate pass or hold a pass if needed to keep the pattern going?
- choose and deliver different types of passes in a pressure situation?
- work successfully as a group to get a number of balls into the pattern?

5.5 Rebounder Ball

Overview: A tactical game where players work together to throw and catch a ball off a target in order to score. The targets are typically 2–4 rebounders, mini tramps on their side, or pieces of plywood on an angle.



EQUIPMENT



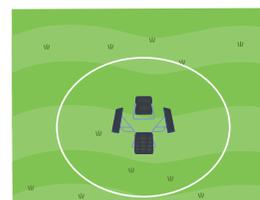
2 or 4 rebounders or mini tramps,
or pieces of plywood on an angle



Mid-sized balls



Tennis ball



LEARNING FOCUS

The focus in this game is on encouraging children to work together to develop a good team offence and defence.

Focus the children's learning on:

- how to throw and catch a ball bouncing off the rebounder
- problem-solving the impact of throwing and catching from different angles and force to set up an attack
- effective offensive and defensive strategies.

SET UP AND PLAY

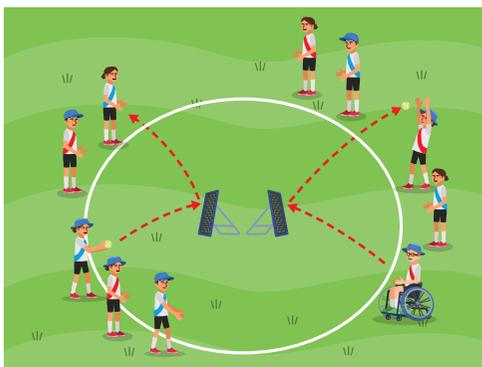
Set up:

- Divide children into two teams: A and B.
- Set up the playing area with rebounders inside a large circle.

Play:

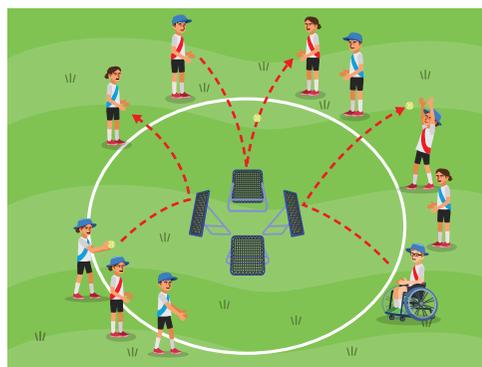
- The aim is to score points by catching a ball on the full as it bounces off the rebounder: one point if caught by the thrower, two points if caught by a team member.
- Players can only move around the outside of the circle.
- Players can move with the ball and pass to get into a good position to throw at the rebounder.
- If the player with the ball is tagged by an opposition player, they must give the ball to the opposition.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



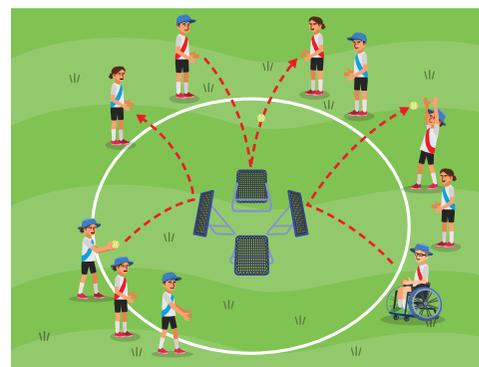
Step One:

Use two rebounders or mini-tramps inside a small-sized circle. Encourage children to move around the circle and use the available space.



Step Two:

Use four rebounders and a bigger circle. Challenge the children to 'play as a team' and explore different attack and defending strategies.



Step Three:

Use smaller balls and use the non-preferred hand to catch the ball.

LEARNING QUESTIONS

- What was the best position to catch the ball off the rebounder?
- Did your team move the ball around to create an attack? How did you do this?
- How did you create space to receive or pass the ball?
- How did you use the speed of the passes to create the space to score?
- Can you explain some of the important aspects of working as a team to create an attack?
- Are there any rules that you would change to make the game more enjoyable or more challenging?

REFLECTION

After the activity, can the children:

- throw and catch a ball bouncing off a rebounder?
- move and pass the ball around as a team?
- strategise to build an attack as a team?
- work together and include everybody as part of their team, or do some dominate the game?



Team attack

The ability to score in a game is generally built on having a good team attack. It is not a chance event but a collaborative effort based on basic principles of play: the ability to create space, move the ball, and penetrate the weaknesses in the defence. Most attacking strategies are built around these principles.

The principles involved in team offence can be explored as children play different games. It is useful to draw their attention to the key aspects, such as:

1. **Spacing:** Good spacing makes it harder for the defence to mark everybody and improves a team's scoring options. Encourage children to spread out and use the space available to them.
2. **Ball movement:** When the ball is passed, it moves quicker than anybody can run and creates pressure on the defence. This can create gaps and overlaps that are scoring opportunities. It can also involve being patient and passing the ball to someone in a good scoring position.
3. **Penetration:** Every attack involves players moving to be free for a pass or into a good scoring position. Penetration is about player movement and involves being able to break through the defence, cutting and moving into space.