

LESSON 8: TARGET GAMES CARNIVAL DAY

Grade-Level Outcomes

Primary Outcomes

Individual-performance activities: Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)

Rules & etiquette: Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)

Embedded Outcome

Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

Lesson Objectives

The learner will:

- demonstrate basic target games techniques and strategies during the target games carnival.
- demonstrate basic knowledge of the rules, etiquette, scoring, and strategy during a cognitive test.

Equipment and Materials

A variety of equipment depending on the target games selected for the carnival:

- Inflatable ring toss
- Bocce ball court
- Croquet court
- Bowling lane
- Beanbag toss
- Bank a shot (standing tilted board, Wiffle ball, and laundry basket)

Introduction

It's target games carnival day! Using the games you selected, we will play multiple carnival target games. You must participate in at least two games. Here is your bingo card. Get a stamp for each game you play, and you will get a prize at the end of class.

This could be a good time to involve parents and teachers who want to volunteer.

Instructional Task: Target Games Carnival Bingo

■ PRACTICE TASK

Students demonstrate proper techniques for game play at each station.

Examples of games: bowling, bocce ball, croquet, washer pitching, putting green, Velcro-ball target toss

Extension

Peer evaluation or teacher skill evaluation can be done with teacher-created checklist or rubrics.

Refinement

Stop activities to refine skill, scoring, and strategy if needed.

EMBEDDED OUTCOME: S5.M6.7. Discuss with students the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates during the target games carnival. Make sure to go over examples of these behaviors.

Student Choices/Differentiation

- Students decide which games to play throughout the day or class.
- Equipment sizes, distances, and target sizes can be varied.

What to Look For

- Students are enjoying the activities.
- Students show proper technique and etiquette during game play.
- Students follow the rules during game play.
- Peer- or teacher-created evaluation: Evaluations can be done for skill, scoring, and strategy.

Instructional Task: Cognitive Test

■ PRACTICE TASK

Administer a knowledge test on the concepts and principles taught during the module.

Student Choices/Differentiation

Students may take extra time if needed.

What to Look For

Students know basic rules, etiquette, scoring, and strategy that were covered throughout the module.

Formal and Informal Assessments

- Bingo card to ensure each student visited two booths
- Peer- or teacher-created assessment
- Cognitive test

Closure

- This concludes our target games module. What similarities did you see in the various target games?
- What are the differences?
- What are the benefits of playing target games?
- What kinds of target games does your family play?

You will receive a survey so you can tell us what you liked best and least. Bring it back to class next time.

Reflection

- Reviewing the bingo cards, which games were visited the most? Least?
- How could we incorporate interdisciplinary study in the carnival?

Homework

Complete the survey to rank the games you played during the target games carnival. Do you have any suggestions for other games?

Please review the material on the school's physical education website for the next module.

Resources

Carnival Game Ideas: www.schoolcarnivals.com