

Materials	Floor tape or paper, string or rope, 2 plastic cups, can, broomstick (or any type of stick)
Learning Outcome	Develop teamwork skills by playing a target game to roll and trap an object with a partner.

Description

Ensure there is enough space to do the activity away from any safety hazards. This activity requires two players. Create a circular target out of a piece of paper or by taping circles to the floor. The target should have one inner circle and one outer circle. The target represents the house in curling and is placed in the ground with the rope or string placed as the starting line approximately 3-4 metres away.

Place the two plastic cups approximately one metre from the starting line and on either side of the playing area. Place the can on the starting line and the stick by one of the plastic cups. One partner's role is to stand at the starting line and roll the can towards the house. The other partner's role is to stop the can in the house with their stick but they have to wait for the can to pass the cups before they can move to pick up the stick. The player with the stick may only stop the can by touching the top of the can. If the can is stopped on or inside the outer circle, the players earn 1 point, while stopping can on or inside the inner circle earns 2 points. Players switch roles after every roll and work together to score 21 points.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *How did you and your partner communicate throughout the activity?*
- *How did you and your partner support each other throughout the activity?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Decrease the distance from the starting line to the target.	Players take turns sending an object to a target using the sending method with which they are most successful. Players work together to score 21 points.	The child uses an implement to push or roll the can toward the target.	With permission, use physical cues to manually move the child's arm through the underhand rolling motion.