**Health and Physical Education**

Home Learning: Year 5/6 (Week 5, Term 2)

## **Summative Assessment 1**

Name: Class: Date:

|  |  |
| --- | --- |
| Did you achieve your Goal?  Why or why not?  What did you do to ensure you achieved your goal? |  |
| How do you display respect for your opponents in the games you played today?  What did you do before the game?  What did you do during the game?  What did you do after the game? |  |
| How did you use the ‘elements of movement when playing today’s games? (The *elements of movement* are *effort, time, space* and *relationships.*) |  |
| Describe the strategies you used in one of the games you played today.  When have you used or seen these strategies before in a game? |  |

## **Summative Assessment 2**

# Target Game Performance Assessment Instrument

## Student:

## Class:

## Game: Corner Bowls

## Observation Date:

### Game Components

**1. Skill Execution (on- the-ball):** The student performs the following:

Grip – adjust

* starting point
* target line
* intermediate target
* release point

***Total Score:***

**2.** **Skill execution (Distance):** The student performs the following:

Approach

* Performs a consistent step and arm swing
* Adjusts the backswing, step and approach relative to the shot requirements.

***Total Score:***

**Directions:**

1. Observe another player(s) for 5-8 minutes while they play Corner Bowls. Observe and record only performance related to the above game components in the grid below.

CODE: √ = Effective A= Appropriate X = Inappropriate/Ineffective

|  |  |  |
| --- | --- | --- |
| **Team Players names** | **1 Skill Execution**  ***On the ball*** | **2 Skill Execution**  ***Distance*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Adapted from Mitchell, Oslin & Griffin, 2006 in Pill, S. (2015) *Play with purpose: Game Sense to Sport Literacy: 3rd Edition 2013* Hindmarsh, SA: ACHPER Australia. p.108

*NB: Students could use mobile technologies such as an iPad, students can capture, review and tag their performance against the set criteria to examine on-the-ball and off-the-ball game participation.*

*If students haven’t collected data or used a Game Performance Assessment Instrument (GPAI) before this activity may need to be scaffolded and practised before it is used as a summative assessment.*

## **Attachment 1**

# Tactical Framework for Target Games

|  |  |  |
| --- | --- | --- |
| Tactical Concepts for Accuracy | Pre-shot decisions | Skill execution (on the ball) |
| Direction | Determine:   * Starting point * Target line * Intermediate target * Release point | Grip adjust (closed and open contexts):   * Starting point * Target line * Intermediate target * Release point |
| Distance | Determine   * Length of backswing * Force * Arm swing | Approach:   * Establish consistency in the step and arm swing. * Adjust the backswing, step, and approach relative to the shot requirements. |

From: *Teaching Sport Concepts and Skills, A Tactical Games Approach for Ages 7 to 18*, Mitchell, S.A, Oslin, J.L. and Griffin, L.L. third edition, Human Kinetics, 2013

© Australian Council for Health, Physical Education and Recreation, SA Branch Inc. ACHPER SA 2020.

Please note that these materials are the intellectual property of ACHPER South Australia, unless otherwise stated. Use is provided for education purposes only, this includes ACHPER Members and internal School usage. Unauthorised copying or sharing of this material is contrary to copyright law.