

Grade 1
Game Title: Bean Bag Bocce
Teaching Games for Understanding Category: Target

Outcomes:

1.1 Health-related Fitness

- Variation: After each round, students check for signs that the body is working at a moderate to vigorous level (increased heart rate, heavier breathing, colour in the face, perspiration, etc.).
- Explore movements that are challenging for students (i.e. lying on back with bent knees and then lifting feet up and down off the floor a number of times in a row).

1.2 Active Living

- Closure: Have students express how they feel when they are doing physical activity.
- Discuss other places this game could be played outside of physical education class.

1.3 Locomotor Skills

- Variation: Students must do a backwards hop on 2 feet before they toss their beanbag.
- Demonstrate an understanding of an underhand toss and be able to perform that skill.

1.4 Non-Locomotor Skills

- Variation: While the students are in line, students will practice landing on their hands from a kneeling position.
- Variation: Students will start facing backwards from the target and rotate 180° before tossing.
- Variation: Students must jump forward before tossing their beanbag.

1.5 Manipulative Skills

- Variation: Students will kick their beanbag towards the target.
- Variation: When gathering the beanbags after they've been tossed, students must catch a beanbag that's been tossed from another teammate. Each student must toss and catch a beanbag before moving onto the next round.
- Variation: Students will practice tossing their beanbag straight up in the air and catching it with two hands while they are waiting for their turn in line.

1.6 Movement Variables

- Introduce various pathways, levels, and directions for students to use when fetching their beanbags each round.
- Encourage students to be aware of personal space and control of their movements.

1.7 Rhythmical Movements

- Variation: Students who are waiting in line for their turn need to dance to music.

1.8 Strategies and Skills

- Brainstorm strategies to get your beanbag closest to the target.

1.9 Safety and Cooperation

- How should we toss our beanbag? (i.e. make sure there is no one in the area that could get hit)
- Discuss the importance of honesty and the importance of being able to trust your opponents during target games.

1.10 Relationships

- Have a discussion about “competition”. Why is it important to control our temper? Focus on improving individual and team skills. How can we help each other improve?
- Brainstorm what it looks like and sounds like when people are being respectful and showing consideration for others while participating in the game.

Grade 2

Game Title: Beanbag Bocce

Teaching Games for Understanding Category: Target

Outcomes:

2.1 Health-related Fitness

- After playing the game, ask students what the muscles in their arms feel like (ex. They feel tired, or they feel hard and tight).
- Variation: Have students run to the wall once they throw and run back before their next turn to throw the bean bag and have a continuous game and stop after each person has thrown 3 times. After this activity talk about why their heart rate and breathing rate increased during this vigorous activity.
- Variation: Once students have thrown their beanbag they have to hold a “tree pose” (balance) until everyone on their team has thrown their beanbag. If they fall during their balance their team points that round don’t count.
- After this game, explain to the students the importance of stretching their arms in order to protect their body from long-term injury.

2.2 Active Living

- Have a discussion before the activity: “do we need rules and teams in order for us to be active?” “How can we be active on a daily basis out of our Phys. Ed class?” “How does our body benefit from being physically active?” “How does our body benefit from not being physically active?”
- Discuss before the activity “How do you think technology has impacted how active people are?” “Why should we be active?”
- After playing this activity ask students where they could play this activity out of the Phys. Ed Class.
- Ask students what they would feel like if they didn’t eat breakfast before participating in this activity or if they didn’t drink any water before playing this activity.

2.3 Locomotor Skills

- Variation: Have students run to the wall after throwing their beanbag and come back to the line before their next throw- Change the way that students are allowed travel when going to the wall (leap, skip, hop, etc.).
- Variation: Have students form partners within their team, and these partners must be attached at all times when they travel.
- Have students use “performance words” (ex: swing arms) when demonstrating different locomotor skills in the game.
- Before the game, ask students how their body will move when doing different controlled locomotors.
- Variation: Make an obstacle course for students to go through when they are travelling to the wall and back in the first variation.
- Ask students to use performance cues (state aloud) when performing certain skills.

- Watch for students who are doing their movement skills in controlled levels

2.4 Non-Locomotor Skills

- Variation: While students are waiting for their turn to throw their beanbag they can perform a balance.
- Variation: Students must balance on one leg when throwing the beanbag to the target.
- Variation: Have students throwing the bean bags from mats and once the students have thrown their bean bag they have to jump and land on the spot, or land on their hands from a kneeling position. Have students say performance cues aloud when landing on hands from kneeling position or jumping.

2.5 Manipulative Skills

- Have students say performance cues like “look at the ball”, “step forward”, etc to demonstrate their understanding of throwing their beanbags at the target.
- Discuss with students what the body will look like when in control of throwing their beanbag skillfully.
- Variation: Have only half of the team go and get their beanbags after they throw them at the target and whoever goes to get the beanbags have to throw the beanbags back to their team and the team have to catch the beanbags.
- Variation: Have students strike the beanbags with a small paddle to get the beanbag close to the target.
- Variation: Have students strike the foam/knitted balls with their hands to get their ball closest to the target.

2.6 Movement Variables

- Variation: Have 2 different coloured beanbags to represent each team. Allow teams to move around the box to anywhere that they feel comfortable throwing or where they think they would throw best from to allow them to notice space. “Where can you go so no one is in your personal space”.
- Variation: Have students throw the beanbag high in the air in order to lobe it closer to the target. They can also throw the beanbag over a mat that is standing up in around where they can throw.
- Variation: Have one person on their team hold a hoola hoop when they are throwing and they have to throw the beanbag through the hoola hoop towards the target.
- If having students run to the wall in between throws: have them move in different pathways and move like different animals or nature.

2.7 Rhythmical Movement

- Variation: While students are not throwing their beanbags, they can rhythmically move to the music that is being played.
- Variation: While students wait to throw, have them create a different body shape and hold that body shape until it is their turn to throw.
- Variation: While students are waiting their turn to throw have them mirror the movements of the other person across from them on the other team.

2.8 Strategies and Skills

- Brainstorm strategies with students about how they can be successful in getting the beanbag closest to the target (ie, releasing the beanbag close to the ground so it will slide across the floor and be closer to the target).
- Have students paired up and have them create rules and strategies to support a target game with manipulatives like our game.

2.9 Safe Behaviours

- Discuss risk factors that may be in this game
- Have students check over their playing area before starting the game.
- When using the beanbags, pylons and other equipment talk about the care and the use of these things.
- Talk about the importance of communication while playing.

2.10 Relationships

- Discuss goals for teams. Talk about how each team is going to have a goal and each round we play in this game we are going to try to meet our goals and help each other meet their goals.
- Brainstorm what it looks like and sounds like when people are being respectful and showing consideration for others, while participating in the game.
- Discuss the types of conflicts that may arise during this game and how we will overcome these challenges.
- Discuss how it is important to share ideas, space and objects in this game.

Grade 3
Game Title: Beanbag Bocce
Teaching Games for Understanding Category: Target

Outcomes:

3.1 Health-related Fitness

- Variation: Have students do flexibility exercises while in line to toss their beanbag.
- Variation: Students must hold a push-up position for 30 seconds while waiting in line.

3.2 Active Living

- Discuss the benefits of doing physical activity in the school and in the community.
- Discuss the importance of setting personal goals.

3.3 Locomotor Skills

- Variation: Students must do a backwards roll before they toss their beanbag.
- Watch for students who can do a “controlled” backwards roll before they toss.
- Demonstrate an understanding of jumping backwards and landing on your feet and be able to perform that skill before tossing the beanbag.

3.4 Non-Locomotor Skills

- Variation: Have mats set up where students are going to be throwing from. Once students have thrown their beanbag, have them practice landing on their hands from a kneeling position or landing on their hands from a bent knee standing position. Discuss with students how the body will move when safely landing on hands from a bent knees standing position.
- Have students use performance words aloud when doing non-locomotor movements like landing on hands from kneeling and a bent knee standing position.

3.5 Manipulative Skills

- Variation: Have students strike balls with small paddles to the target in the middle of the gym.
- Variation: Have students strike foam balls with a foam bat to get the ball closest to the target in the middle of the gym while playing this game.
- Variation: Have students use hockey sticks and foam balls to shoot them closest to the target in the middle of the gym when playing this game.
- Variation: While students are waiting to throw their beanbag to the target, have them volleying balloons with their heads, arms and legs.
- Have students use and say aloud performance words when demonstrating manipulative skills.
- Variation: Have students pass their beanbag to 3 other students before they can throw it at the target.
- Variation: Have students jump when they are throwing their beanbag at the target.

3.6 Movement Variables

- Variation: Have students jump in a self-turned rope after the finish throwing their beanbag and are waiting on others. Yell out different movement patterns the students can do while skipping, like hop on one foot, two feet close together, etc.
- Variation: After everyone has thrown their beanbags on both teams, have students retrieve their beanbags and have them balance the beanbag on certain body parts while going back to their side of the gym.
- Variation: Have students moving in different pathways and different locomotor skills around the gym, going to open areas once they have thrown their beanbag.
- Once students have thrown their beanbags have teams get together and design a 3D object and have other team guess what they are or do a patterned sequence.

3.7 Strategies and Skills

- Have a discussion before the game about what the intention of the game is
- Students can identify tactics used in this game that can be used in at least one other game

3.8 Positive Interactions

- The class can come up with the characteristics of a good “winner” before the game starts as well discuss the need for positive behaviour during the game
- The entire class can collaborate on the rules of the game before it starts

3.9 Safety

- Students can identify risks that may occur in the game they are about to play and ways that those risks can be managed

3.10 Relationships

- After a game or two has been played, have a discussion around how to make the game more positive or get everyone involved

Grade 4
Game Title: Beanbag Bocce
Teaching Games for Understanding Category: Target

Outcomes:

4.1 Health Related Fitness:

- Ask students at the end of the game if they think this game is fun and motivates them to play other games and be physically active.
- Students can sustain participation in moderate to vigorous movement activities during the game by doing jumping jacks after they throw the beanbag until the next round or next turn.
- Student can practice and perform a flexibility stretch after they throw until their next turn or next round.
- Students can do a plank hold between throws to participate in muscular endurance.

4.2 Body Systems:

- Ask students to identify if this game builds their cardiovascular endurance if it is played with no variations.
- Ask how we could change the game to increase our cardiovascular fitness?
- If you students perform exercises between throws ask them after the game to identify if those exercises or tasks were muscular endurance or muscular strength exercises.
- Ask students what joints are being utilized or strained in this game.

4.3 Complex Locomotor Skills:

- Students can yell out a performance cue as they throw the beanbag (ex. step with opposite leg).
- Students can start from a pylon a certain distance from the throwing spot and perform a skipping sequence to get to the throwing line.
- Students can perform a five to six locomotor skill sequence up to the throwing line before throwing to the target (include jumping, skipping, rolling, leaping).
- Students can perform a roll up to the throwing line and must remember to step properly (opposite leg to throwing arm) while throwing the beanbag towards the target.

4.4 Locomotor Skills:

- Incorporate a relay race into the game by having students throw the beanbag at the target, perform a backwards roll and then the next person in line may take their turn.
- Students perform a backwards roll before throwing at the target.

4.5 Complex Non-Locomotor Skills:

- Students can hold a one-foot balance (ex. stork stand) while throwing towards the target.
- Jump off a slightly raised object while throwing the beanbag towards the target, landing appropriately and safely.
- If balances were incorporated into the game ask students after which balances they performed.

4.6 Manipulative Skills:

- Students can use a short handled implement (paddle) to strike the beanbag toward the target.
- Students can use a long handled implement (hockey stick) to shoot the beanbag toward the target.
- Students can say performance cues aloud while striking the bean bag with a short or long handled implement.

4.7 Complex Manipulative Skills:

- Students can line up spaced apart from each other, the bean bag starts at the back of the line (farthest from the target), students throw it up the line to their teammate and the last person throws it at the target, thrower runs to the back of the line and repeats the activity.
- Have one student on the opposing team guard the target and try to deflect the throwing team's tosses at the target; the throwing team all throws their beanbags at once.

4.8 Movement Refinement Skills:

- Students can say performance cues while performing movement skills in the game to support skillful performance.
- After the game have students provide appropriate/constructive feedback to their teammates on their skills of throwing at a target.
- Ask students to discuss what changes they could have made to improve their performance and accuracy during this activity (ex. transferring weight, follow through and aim at target).

- Ask students to describe the 'athletic position' to start in before throwing the beanbag at the target.

4.9 Skillful Play:

- Have students use a map to find where the beanbag bocce target has been placed in the schoolyard or other field.
- Specifically, demonstrate an understanding of how to deliver an object such as a bocce ball, change the game to using an actual bocce ball.
- If one team throws the target and then everyone has to aim at where it has landed have students develop tactics when it is their turn to throw the target (ex. the opposing team struggles to throw for distance so throw the target farther from them that round).
- Ask students to describe how they are varying their throws during beanbag bocce.

4.10 Tactic, Strategies, and Rules:

- Have students (each team) add a rule to the game, which may make it more challenging.
- Ask students to add a skill or task to the game that will support increasing everyone's level of cardiovascular fitness.
- Ask students to repeat all the rules of the game before play begins.
- After the game, ask students to describe the strategies they used to reach the target when throwing.

4.11 Safety and First Aid:

- Ask students to assess the playing field for potential hazards before beginning the game.
- If you use the variation of backwards or forwards rolls ask students what equipment they need to perform these skills safely during the game.

4.12 Relationships:

- Students can share positive experiences during the game.
- Students can share with their teammates and opponents positive remarks about their performance of the game.
- Teacher can ask students to be courteous and remain quiet while other students are concentrating on throwing the beanbag.
- Discuss the importance of playing fairly and following the rules (ex. throw from behind the line).

4.13 Culture and History:

- Ask students to research what cultures would have similar games to bocce and why.
- Have students identify where beanbag bocce or the original bocce ball originated from or was created.

Grade 5
Game Title: Bean Bag Bocce
Teaching Games for Understanding Category: Target

Outcomes:

5.1 Health Related Fitness

- When it is not the student's turn to throw the beanbag, they can be skipping on the spot.
- Each student can set personal goals for how many skipping reps they can do before it's their turn again to promote intrinsic goals
- All students will find their pulses before and after the game is played

5.2 Muscular Fitness

- Between rounds, students can be engaged in a dynamic stretching sequence that can be student or teacher led

5.3 Complex Skills

- Variation: students can attempt a forward or sideways roll before throwing the bean bag

5.4 Manipulative Skills

- Variation: Students shoot the bean bag with a hockey stick instead of throwing it towards the target

5.5 Complex Manipulative Skills

- Variation: Instead of individual students from either team alternating in throwing the beanbag, all the students on one team throw the bean bag while the other team plays defense.
- Variation: Strike a ball underhand towards the target

5.6 Performance Refinement

- Use peer/ self-assessment for throwing skills
- Explain other activities that use the throwing motion
- Say steps while executing them
- Teach the game to a lower grade

5.7 Skillful Play

- Teams develop a strategy before the game starts
- Teams are able to explain and execute offensive/defensive tactics

5.8 Rules

- Students can take turns as “referees”
- Before the game is played for the first time, the class can collaborate on rules that they will play by to increase accountability

5.9 Safety and First Aid

- Students can engage in discussions about what type of injuries can occur in a game like this

5.10 Social Skills

- Students will complete journals on how they think they interacted with the students that day, both positively and negatively
- Strategies for self-regulation of behaviour can be discussed with the whole class

5.11 Culture and History

- Examine Canadian contributions to the game played (bocce ball) or Canadians who are known for their throwing skills
- Discuss the impact of heroes on participation in activities or sports.