

Beanbag Boccia

Activity

Resource: PlaySport

Division(s): Primary Junior

TGFU Category: Target Games

Locations: gymnasium, multipurpose room, outdoor space (e.g., field, tarmac)

Game/Sport Connections

Target games are activities in which players send an object toward a target while avoiding any obstacles. By playing these games, participants develop skills and tactics to play other target games or games that require the application of similar skills, concepts, and strategies (e.g., archery, bocce, bowling, croquet, curling, golf, horseshoes, shuffleboard, Snow Snake).

Activity Overview

Participants learn about and practise sending an object toward a target to accumulate the most points.

Key Movement Skills, Concepts, and Strategies

Throughout the activity, consider highlighting the following skills, concepts, and strategies to send objects toward a target. Note that this is not an exhaustive list and further learning opportunities may arise during the task.

Movement Skills and Concepts

Manipulation skills and effort awareness: applying a controlled force to send an object toward the target while playing against another group (e.g., taking time when performing an underhand throw/kick, roll, or slide so a controlled force can be applied to send the object as close to the target as possible).

Movement Strategies

- Applying appropriate skills to be proficient at hitting a target (e.g., maintaining eye contact with the target and following through in the direction of the target).
- Applying tactics that will increase chances of hitting a target with obstacles in the way (e.g., defending space by blocking with object placement to maintain advantage).

Considerations

- Incorporate some or all of the variations listed in the “Variations” section while planning the activity. This will help to best meet the diverse backgrounds, identities, needs, and interests of participants and maximize the fun, inclusion, participation, and success of everyone.
- To elevate participant voice and choice, periodically pause the activity and share the variations with participants. Ask them to determine how they would like to change the activity to maximize the fun, inclusion, meaningful participation, and success for everyone. Encourage participants to add any variations of their own.

Equipment

- 1 object to use as the pallino (target) per group (e.g., hula hoop, ball, floor marker, cone, pylon)
- 1 object to send per participant (e.g., various sizes and texture of balls, disc, small ring, beanbag, rubber chicken)
- Pylons or cones to mark the playing areas

Safety

- Inspect the equipment and activity area to identify and remove hazards. Check that the activity surface provides sufficient traction.
- Establish the boundaries for the designated playing area at a safe distance from walls and obstacles. Share the boundaries with participants.
- Review the safety rules and activity instructions with participants prior to the activity.
- Instruct participants to be aware of their surroundings, including the locations of other participants during play.

How to Play

- Divide participants into pairs or small groups (e.g., 3 – 4).
- Have pairs/groups join another pair/group. This activity may also be structured for parallel play.
- Groups set up their designated playing area in a safe space away from others in the shape of their choice (e.g., square, rectangle, triangle) using cones, pylons, or floor lines.
- Groups select 1 object for their pallino (e.g., hula hoop, ball, floor marker, cone, pylon).
- Each participant selects an object to send (e.g., various sizes and texture of balls, disc, small ring, beanbag, rubber chicken) toward their pallino.
- Groups determine how they will send their objects toward their pallino (e.g., toss, roll, slide, or kick while keeping their object in contact with the ground). They may change their sending object and/or change how they send their object after each round of play.
- One group starts the game by sending their pallino toward the opposite end of their playing area. A participant from this group attempts to send their object as close to their pallino as possible.
- Groups take turns sending their objects toward their pallino until all participants have sent their object.
- Participants are allowed to move either their pallino or other participants' objects by making contact with them when sending their object.

- After all participants have sent their object, the group with the closest object to their pallino scores 1 point. This group also receives a point for each object that is between their pallino and the other group's closest object.
- This group then sends the pallino toward the opposite end of the playing area, starting the next round. Groups may choose not to keep score and alternate sending the pallino to start the next round.
- After a period of play, provide participants with some or all of the variations. Ask them to decide how they might change the game to enhance their fun, challenge, and success. Encourage participants to add any variations of their own.
- Consider having groups share their variations and select another variation to try with their group.

Video: Visual Depiction of the Activity Instructions

[Video link](#)

Pause for Learning

Throughout the activity, ask open-ended questions to help participants refine their movement skills, strategies, and tactical solutions. Examples include:

- Where is the optimal position to send your object in relation to the other group's objects?
- What do you have to consider when sending various objects toward your pallino?
- Describe a strategy that your group uses to be successful in the game.
- Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

Variations

- Use a larger target (e.g., hula hoop) and award points if the object is close to the hula hoop, on the hula hoop, and in the hula hoop.
- Use a ramp to send the object (e.g., a mat leaned up against a pylon).
- Participants use their non-dominant hand or non-dominant foot to send the object.

- Participants send the object from a standing, sitting, or kneeling position.
- Use a wall or barrier as a target (e.g., backstop, folded mat, bench). Groups establish a sending line and attempt to get their objects closest to the target without making contact with it.

One Bounce

Activity

Resource: PlaySport

Division(s): Primary Junior

TGfU Category: Net/Wall Games

Locations: gymnasium, outdoor space (e.g., field, tarmac)

Game/Sport Connections

Net/Wall games are activities in which players send an object toward a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. By playing these games, participants develop skills and tactics to play other net/wall games or games that require the application of similar skills, concepts, and strategies (e.g., sitting volleyball, tennis, badminton, squash, racquet ball, volleyball, Sepak Takraw, wheelchair tennis).

Activity Overview

Participants learn about and practise sending and receiving an object with a partner to create a rally.

Key Movement Skills, Concepts, and Strategies

Throughout the activity, consider highlighting the following skills, concepts, and strategies to help participants send and receive an object over a net to effectively create a rally. Note that this is not an exhaustive list and further learning opportunities may arise during the task.

Movement Skills and Concepts

- Manipulation skills and effort awareness: applying a controlled force to send/receive an object over a net to/from another participant (e.g., sending the ball over the net with a force that is not too hard and not too soft, making sure that the ball is in an optimal position and sent at a speed that makes it easier for the partner to receive).
- Body awareness: positioning oneself when sending/receiving an object and the relationship of how the body is moving when sending/receiving an object over a net to/from another participant (e.g., when receiving the ball while standing in the middle of the playing area in a ready position to easily shift forward, back, and side to side).

Movement Strategies

- Applying appropriate skills to be proficient at sending/receiving an object over a net to/from another participant in a designated space (e.g., having arms and hands out ready to receive the ball).
- Making quick decisions about what to do to increase chances of success with sending/receiving an object to/from another participant (e.g., anticipating where the ball will go to keep the rally going).

Considerations

- Incorporate some or all of the variations listed in the “Variations” section while planning the activity. This will help to best meet the diverse backgrounds, identities, needs, and interests of participants and maximize the fun, inclusion, participation, and success of everyone.
- To elevate participant voice and choice, periodically pause the activity and share the variations with participants. Ask them to determine how they would like to change the activity to maximize the fun, inclusion, meaningful participation, and success for everyone. Encourage participants to add any

variations of their own.

Equipment

- 1 ball to send per pair (e.g., beach ball, tennis ball, foam ball, rubber ball, wiffle ball)
- Objects to mark playing lines (e.g., skipping ropes, floor/painter's tape, small cones, chalk) (optional)

Safety

- Inspect the equipment and activity area to identify and remove hazards. Check that the activity surface provides sufficient traction.
- Establish the boundaries for the designated playing area at a safe distance from walls and obstacles. Share the boundaries with participants.
- Review the safety rules and activity instructions with participants prior to the activity.
- Instruct participants to be aware of their surroundings, including the locations of other participants during play.

How to Play

- Divide participants into pairs.
- Pairs set up an activity area in a safe space away from other pairs with a line down the middle, so each participant has their own side. Use a chalk line, floor tape, or a skipping rope if lines do not exist. Participants may increase or decrease the size of the playing area at any point during play, being mindful of other participants' designated playing areas.
- Each pair selects a ball to send (e.g., beach ball, tennis ball, foam ball, rubber ball, wiffle ball). The ball can be switched at any time.
- One partner begins the rally by bouncing the ball on their side of the line and then strikes the ball with an open palm over the line to their partner's side. The partner lets the ball bounce once on their side and then returns the ball using an open palm. Participants can choose to catch the ball before returning it to their partner.

- Partners count how many times they can consecutively strike the ball off one bounce and keep it within their activity area.
- When the ball goes out of bounds or bounces more than once, the rally ends and participants play again, trying to match or exceed their previous score.
- After each round, pairs may choose to play with another pair with 2 participants on each side, so that 4 participants are working together to maintain a rally.
- After a period of play, provide participants with some or all of the variations. Ask them to decide how they might change the game to enhance their fun, challenge, and success. Encourage participants to add any variations of their own.
- Consider having groups share their variations and select another variation to try with their group.

Video: Visual Depiction of the Activity Instructions

[Video link](#)

Pause for Learning

Throughout the activity, ask open-ended questions to help participants refine their movement skills, strategies, and tactical solutions. Examples include:

- What is the best location to send the ball in order to help your partner be successful at receiving the ball?
- When receiving the ball, how should you position your body?
- Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

Variations

- Allow 2 bounces before receiving the ball.
- Change how participants choose to send the ball over the line (e.g., underhand throw and catch).
- Play seated or kneeling.

- Modify the striking techniques (e.g., use only non-dominant hand).
- Use an implement to send the ball (e.g., lollipop foam paddle).
- Play the game against a wall.

3-Ball Baseball

Activity

Resource: PlaySport

Division(s): Primary Junior

TGFU Category: Striking/Fielding Games

Locations: gymnasium, outdoor space (e.g., field, tarmac)

Game/Sport Connections

Striking/Fielding games are activities in which players score points by striking an object and move to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play. By playing these games, participants develop skills and tactics to play other striking/fielding games or games that require the application of similar skills, concepts, and strategies (e.g., baseball, cricket, rounders, softball).

Activity Overview

Participants learn about and practise sending an object to score a run. Participants also learn about and practise fielding an object to prevent their opponent from scoring runs.

Key Movement Skills, Concepts, and Strategies

Throughout the activity, consider highlighting the following skills, concepts, and strategies to help participants strike and field an object. Note that this list is not exhaustive and further learning opportunities may arise during the task.

Movement Skills and Concepts

Manipulation skills and effort awareness: applying a controlled force to send an object into a designated area applying manipulation skills to successfully receive/field the object (e.g., keeping the eyes on the incoming object and moving the body into the path of the incoming object, making a target with the hands to receive the object thumbs in for objects above the waist, thumbs out for objects below the waist, receiving the object by cushioning it into the body).

Movement Strategies

Applying appropriate skills to be proficient at sending an object to score runs and retrieving and passing an object to stop runs.

Considerations

- Incorporate some or all of the variations listed in the “Variations” section while planning the activity. This will help to best meet the diverse backgrounds, identities, needs, and interests of participants and maximize the fun, inclusion, participation, and success of everyone.
- To elevate participant voice and choice, periodically pause the activity and share the variations with participants. Ask them to determine how they would like to change the activity to maximize the fun, inclusion, meaningful participation, and success for everyone. Encourage participants to add any variations of their own.

Equipment

- 1 bucket per game

- 2 – 3 implements for striking per game (e.g., plastic bats, lollipop foam paddles, scoops)
- 3 objects per game (e.g., soccer balls, beach balls, soft-skinned balls, jumbo balls, rubber chickens, foam discs, beanbags, deck rings, balls with tails for easy grip)
- 4 bases per game (e.g., throw down bases, beanbags, carpet squares, hula hoops)

Safety

- Inspect the equipment and activity area to identify and remove hazards. Check that the activity surface provides sufficient traction.
- Establish the boundaries for the designated playing area at a safe distance from walls and obstacles. Share the boundaries with participants.
- Review the safety rules and activity instructions with participants prior to the activity.
- Instruct participants to be aware of their surroundings, including the locations of other participants during play.

How to Play

- Divide participants into small groups (e.g., 4 – 8) and have multiple games occurring at the same time.
- Have participants set up the bases similar to baseball. Have groups choose 3 objects and 3 implements for striking to use to send the object into the field when at-bat. Groups place their 3 objects at their home plate beside a bucket. Groups may agree to modify the set-up (e.g., increase or decrease the distance between bases) or the objects they have chosen to send at any point in the game.
- One group starts at-bat and the other group starts in the field. The at-bat group determines a batting order to maintain throughout gameplay.
- The first participant, the batter, sends the 3 objects, one at a time, into open space in the field and then moves around the bases. Objects may be sent by throwing, tossing, kicking, or striking the object using their hand, arm, or implement.
- Fielders attempt to retrieve the objects as soon as the batter has sent the last one into the field.

- Fielders collect all the objects and place them in the bucket beside their home plate. Fielders work together to move and send the objects to each other to get the objects to the bucket by throwing, rolling, running, and handing off or running and placing objects directly in the bucket.
- The batter must be on a base when all objects are placed in the bucket. Once on a base, the batter is not required to move to the next base. They can decide to stay on the base if they do not think they can make it to the next base before all the objects are placed in the bucket. If they are between bases when objects are all returned to the bucket, they return to the previous base. More than 1 batter is allowed on a base at a time.
- Runs are scored each time a batter reaches home base safely.
- The entire group takes a turn at-bat before groups switch places.
- After a period of play, provide participants with some or all of the variations. Ask them to decide how they might change the game to enhance their fun, challenge, and success. Encourage participants to add any variations of their own.
- Consider having groups share their variations and select another variation to try with their group.

Image: Visual Depiction of the Activity Instructions

Pause for Learning

Throughout the activity, ask open-ended questions to help participants refine their movement skills, strategies and tactical solutions. Examples include:

- As a batter, how do you decide when to stop and stay on a base? When do you decide to move to the next base or back to home base?
- Where do you send the objects? Why?
- When fielding, what clues help you determine where the batter might send the objects?
- What do you do to be successful as a fielder to get the objects into the bucket?
- Which element of the game do you like better, batting or fielding? Why?
- Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

Variations

- Have 2 – 3 batters send and move at the same time.
- Batters work in pairs – one person bats while the other person moves safely around the bases.
- Provide groups with several objects and implements for striking for sending so each participant can choose the 3 objects they prefer to send.
- Field the object using an implement for fielding (e.g., an upside-down pylon, bucket).
- Fielders start in the outfield beyond the bases to provide additional time for the striker to reach base.
- Fielders pass the object to all fielders before returning it to the bucket.
- Increase or decrease the number of bases and/or the space between bases.
- Groups place bases in any configuration in their designated activity space.
- Have participants decide on additional rules or removing rules, keeping in mind safe play.
- Change the scoring system.
- Provide a score card to help groups keep track of their score.

Switch It Up

Activity

Resource: PlaySport

Division(s): Primary Junior

TGfU Category: Zone Games

Locations: gymnasium, multipurpose room, outdoor space (e.g., field, tarmac)

Game/Sport Connections

Zone games are activities that involve controlling an object, keeping it away from opponents, and moving it into position to score. Both offensive and defensive players share the same playing area as they work to prevent the other team from scoring. By playing these games, participants develop skills and tactics to play other zone games or games that require the application of similar skills, concepts, and strategies (e.g., soccer, handball, ultimate frisbee, football, basketball, hockey, goalball, wheelchair basketball, lacrosse).

Activity Overview

Participants learn about and practise moving effectively to maintain and gain possession of a space.

Key Movement Skills, Concepts, and Strategies

Throughout the activity, consider highlighting the following skills, concepts, and strategies for gaining and maintaining possession of a space. Note that this list is not exhaustive and further learning opportunities may arise during the task.

Movement Skills and Concepts

- Locomotion and spatial awareness: applying travelling skills by moving from one position to another, while knowing when to move (e.g., switching positions with another participant while preventing the participant in the middle from taking the corner position).
- Relationship: understanding where to move to gain possession of a corner (e.g., moving in a structured environment where defenders have to move quickly to keep possession of corner positions).

Movement Strategies

- Decision making: deciding on the optimal time to switch positions in order to be successful as a participant in maintaining a corner (e.g., when the participant in the middle isn't watching, quickly switch positions with another participant in a corner).
- Performance: demonstrating skills and tactics in order to be successful (e.g., as a participant in the middle, being able to observe when a participant in a corner position is about to switch positions and moving quickly into the open spot).

Considerations

- Incorporate some or all of the variations listed in the "Variations" section while planning the activity. This will help to best meet the diverse backgrounds, identities, needs, and interests of participants and maximize the fun, inclusion, participation, and success of everyone.
- To elevate participant voice and choice, periodically pause the activity and share the variations with participants. Ask them to determine how they would like to change the activity to maximize the fun, inclusion, meaningful participation, and success for everyone. Encourage participants to add any variations of their own.

Equipment

4 objects per group to mark each corner of the playing area (e.g., cones, pylons, floor markers, skipping ropes, floor chalk, hula hoops, carpet squares, lines on the floor)

Safety

- Inspect the equipment and activity area to identify and remove hazards. Check that the activity surface provides sufficient traction.
- Establish the boundaries for the designated playing area at a safe distance from walls and obstacles. Share the boundaries with participants.
- Review the safety rules and activity instructions with participants prior to the activity.
- Instruct participants to be aware of their surroundings, including the locations of other participants during play.

How to Play

- Divide participants into groups of 5 or 6.
- Assign each group to a designated playing area. Have groups create the shape of a square in their designated playing area by marking corners with objects (e.g., cones, pylons, floor markers, skipping ropes, floor chalk, hula hoops, carpet squares, lines on the floor). Groups determine the size of their square and may adjust it throughout the period of play.
- Ask a participant to volunteer to begin in the middle of their square. Other participants stand or sit in each corner of their square. If there are 6 participants per group, 1 participant waits on the sidelines away from play. This is called the “waiting area.”
- Have groups determine the way participants move (e.g., slide, skip, hop, wheel). Groups can change the way they move at any point during play.
- Participants in the corners attempt to switch places with one another without having the participant in the middle notice and take their position.

- Teach or review how to play Rock, Paper, Scissors. If 2 participants go to the same corner, they play one round of Rock, Paper, Scissors and the winner stays. Players do not have to arrive at the same time. This rule helps avoid collisions and makes the game fair for participants who move more slowly than others.
- The participant without a corner goes to the middle and the game continues.
- If someone is waiting, the new player joins the activity and the player without a corner joins the waiting area.
- Encourage participants to switch frequently (e.g., every 15 seconds) to allow several opportunities for the participant in the middle to attempt to take over a corner position.
- Switch up the participant in the middle after a predetermined length of time to provide all participants with the opportunity to take over a corner position.
- After a period of play, provide participants with some or all of the variations. Ask them to decide how they might change the game to enhance the fun, inclusion, and participation for everyone. Encourage participants to add any variations of their own.
- Consider having groups share their variations and select another variation to try with their group.

Video: Visual Depiction of the Activity Instructions

[Video link](#)

Pause for Learning

- Throughout the activity, ask open-ended questions to help participants refine their movement skills, strategies, and tactical solutions. Examples include:
 - As a participant in a corner, how do you keep possession of a corner of the square?
 - When playing in the middle, what strategy do you apply to successfully take over a spot in a corner?
 - Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

Variations

- Add more participants per group and allow more than 1 participant to occupy each corner (as long as 1 participant always remains in the middle).
- Increase the number of participants in the middle.
- Add in a “caller” role. The participant in the middle (the “caller”) puts their hand up, pulls their arm down like they are pulling a switch, and calls out, “Switch!” When players hear “switch,” they move to find a new corner.
- Allow participants to choose to be the caller throughout the rounds of play with other players vying for spots.
- Participants switch after predetermined, consecutive turns in the middle decided by each group (e.g., 3 – 5 turns).