OPEN

TOOLS FOR TEACHING
BACKYARD
GAMES

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MATERIALS LIST

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QTY	NAME OF ITEM	USG ITEM #
18	Right Hand Club	1476086
6	Left Hand Club	1476087
1	Bucket Golf 6-Hole Set	1476082
1	Bucket Golf 9-Hole Set	1476083
3	5" Mini Playball Foam Ball (set of 6 Color My Class)	1181555
6	Spot Markers (set of 6 Color My Class)	1309973
2	Low Profile Cones (set of 12 Color My Class)	1255690
8	Spikeball Sets	1469736
8	Spikeball SpikePaddle Sets	1476060
1	24" Hoops (dozen)	1246087
1	36" Hoops (dozen)	1274646
2	Slot Cones (set of 6)	1453543
6	Baggo Bean Bag Toss Sets	1269000
3	Cones (18" set of 6 Color My Class)	1245875
4	Bocce Sets	7221XXXX
1	9-Hole Disc Golf Target Set	1251708
3	Tuff-Coated Foam Flying Disc (set of 6)	1092455

Additional Instructional Resources

The following materials can be downloaded and printed for free from this module's landing page on OPENPhysEd.org.

NAME OF RESOURCE
Activity Plans
Academic Language Cards
Universal Design Adaptations

BACKYARD BOCCE

STUDENT TARGETS

- **Skill:** I will work to roll the ball close to the pallino.
- **Cognitive:** I will focus my attention on the challenge in an effort to improve my team's score.
- **Fitness:** I will stay actively engaged during this activity.
- **Personal & Social Responsibility:** I will use positive and encouraging communication with my teammates.

EQUIPMENT & SET-UP

Equipment:
- Bocce Set per 8 students
- 4 Medium cones per 8 students
- 2 Low profile cones per 8 students

Set-Up:
- Create groups of 8 students, with 2 teams of 4 in each group.
- Set up 4 medium cones to mark the boundary of the Bocce court. Set up a foot fault line to roll from with 2 low profile cones.
- Each group will begin at a court with 8 bocce balls and 1 pallino. Identify the colors of the bocce balls for each team: one team is yellow and purple; other team is green and blue.
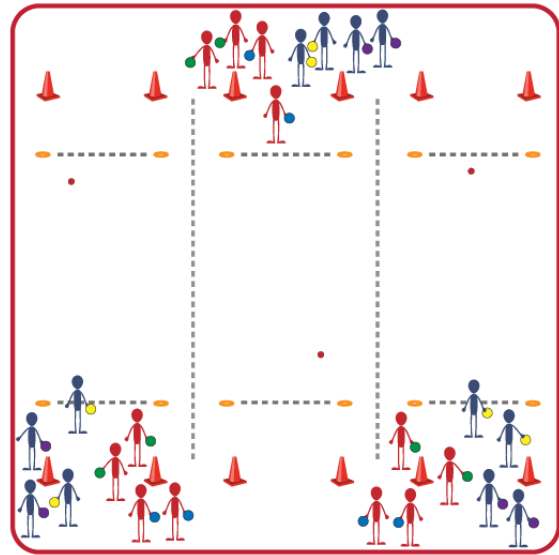
ACTIVITY PROCEDURES

1. This activity is called Backyard Bocce! The object of the game is to get your team's bocce balls closer to the pallino than the other team.
2. Teams will play Rock, Paper, Scissors to determine who will roll the pallino at the beginning of the game and roll their bocce ball first. The pallino and the bocce balls must all be thrown/rolled underhand during the game.
3. Each team has 4 bocce balls to roll during each frame and will alternate rolls with the other team. The team that gets their ball closest to the pallino gets one point for that frame. If a bocce ball is touching the pallino at the end of the frame then the winning team would get 2 points.
4. The winning team gets to throw the pallino and roll their bocce ball first to begin the next frame.
5. The game will continue until one team gets to 11 points or you hear the stop signal.

DEBRIEF QUESTIONS

- **DOK 1**: What does positive and encouraging communication sound like?
- **DOK 2**: What is an example of positive or encouraging communication you heard during the game?
- **DOK 3**: How does positive and encouraging communication impact the way a team works together?

PRIORITY OUTCOMES

Social Interaction:
- **Grades 3-5:** Describes the positive social interactions that come when engaged with others in physical activity.
- **Grades 6-8:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **Grades 9-12:** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

BEANBAG TOSS

STUDENT TARGETS

- **Skill:** I will work to underhand toss the beanbag to the target.
- **Cognitive:** I will identify ways my team can work together cooperatively during the game.
- **Fitness:** I will stay actively engaged during this activity.
- **Personal & Social Responsibility:** I will use positive and encouraging communication with my teammates.

EQUIPMENT & SET-UP

Equipment:
- Baggo Bean Bag Toss Set per 4 students (can also use hoops and spot markers if needed)
- 4 Low profile cones per 4 students

Set-Up:
- Create groups of 4 students, with 2 teams of 2 in each group.
- Set up the two boards 15-20 feet apart. Set up a foul line with low profile cones by each board for students to throw behind.
- Each group will begin by a set of boards, with partners standing across from each other (not at the same board). Identify the colors for each team: one team throws the red beanbags and other team throws the blue beanbags.
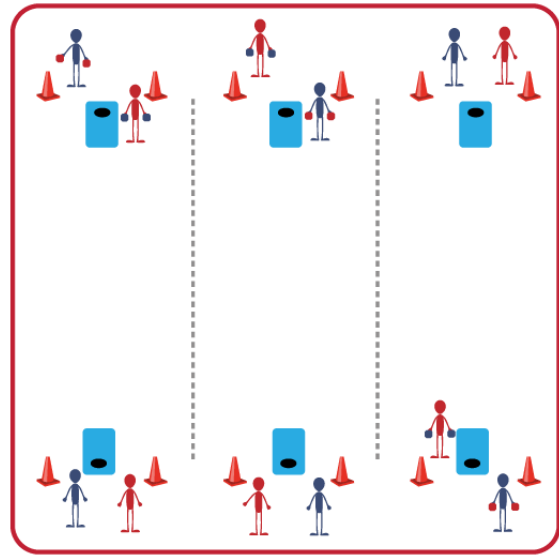
ACTIVITY PROCEDURES

1. This activity is called Beanbag Toss! The object of the game is to get your team's bean bags in the hole or on top of the board to score more points than the other team.
2. Teams will play Rock, Paper, Scissors to determine who will throw first. The beanbags must be thrown underhand during the game.
3. Each team has 4 beanbags to throw during each frame and will alternate throws with the other team. If a beanbag goes in the hole it is worth 3 points, and if it lands on top of the board it is worth 1 point.
4. Teachers: Use cancellation scoring for grades 6-12. For example, if both teams earn 4 points for that frame then they would both get 0 points since they cancelled each other out. If red team scores 4 and the blue team scores 2 in the frame, then the red team would earn 2 points for that frame as they try to get to 21.
5. The game will continue until one team gets to 21 points or you hear the stop signal.

DEBRIEF QUESTIONS

- **DOK 1**: What does working cooperatively look like?
- **DOK 2**: How does positive communication and encouragement impact how well your team cooperates and works together during a game or activity?

PRIORITY OUTCOMES

Working with Others:
- **Grades 3-5:** Works cooperatively with others.
- **Grades 6-8:** Accepts differences among teammates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- **Grades 9-12:** Uses communication skills and strategies that promote positive team/group dynamics.

SPIKE IT UP

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of Roundnet skills required to score points for my team.
- **Cognitive:** I will identify ways my team can work together cooperatively during the game.
- **Fitness:** I will stay actively engaged during this activity.
- **Personal & Social Responsibility:** I will demonstrate integrity and proper etiquette by respecting others and following the rules of the game.
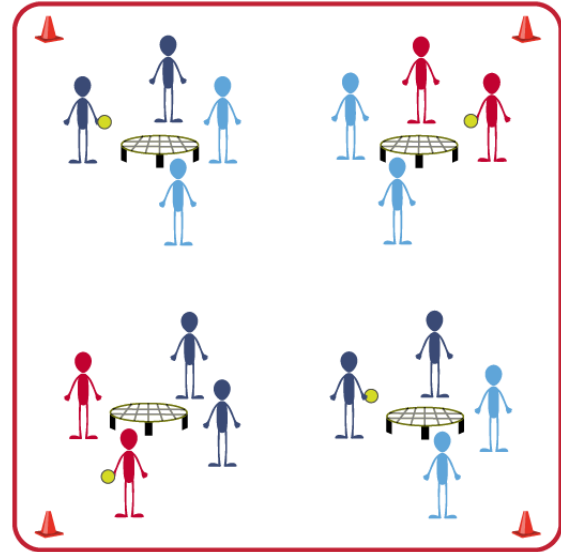
EQUIPMENT & SET-UP

Equipment:

- 1 Spikeball® net (or hoop) and 1 ball per group of 4 students
- Use hoops and foam balls if you do not have enough Spikeball® sets for entire class

Set-Up:

- Scatter nets (or hoops) in the activity area, allowing space for player movement.
- Place 1 Spikeball® at each net.
- Pair students and send 2 pairs (4 players) to each net.

ACTIVITY PROCEDURES

1. This activity is called Spike it Up. The object of the activity is to score more points than the other team. That is done by building a rally with consecutive Roundnet passes and spikes with your partner.
2. On the start signal, play Rock, Paper, Scissors to determine which team will serve first to begin the game. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession.
3. We will play 5-minute games. At the end of each game, each of you must play with a different partner within your group. We will play a total of 3 games, so you have an opportunity to partner with everyone at your net for one game.
4. The game will continue until one team gets to 21 points or you hear the stop signal.

DEBRIEF QUESTIONS

- **DOK 1**: What is integrity?
- **DOK 2**: Why is integrity important in physical activity or competitive settings?
- **DOK 3**: How is integrity related to the enjoyment of everyone playing a game of Roundnet?

PRIORITY OUTCOMES

Etiquette:

- **Grades 3-5:** Recognizes the role of rules and etiquette in physical activity with peers.
- **Grades 6-8:** Exhibits etiquette and adherence to rules in a variety of physical activities.
- **Grades 9-12:** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

SPIKE IT UP: PADDLE STYLE

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of striking and Roundnet skills required to score points for my team.
- **Cognitive:** I will identify ways my team can work together cooperatively during the game.
- **Fitness:** I will stay actively engaged during this activity.
- **Personal & Social Responsibility:** I will demonstrate integrity and proper etiquette by respecting others and following the rules of the game.

EQUIPMENT & SET-UP

Equipment:

- 1 Spikeball® net (or hoop) per group of 4 students
- 1 Spikeball® SpikePaddle set per group of 4 students
- Use hoops and foam balls if you do not have enough Spikeball® sets for entire class

Set-Up:

- Scatter nets (or hoops) in the activity area, allowing space for player movement.
- Place 4 Spikeball® SpikePaddles and a ball at each net.
- Pair students and send 2 pairs (4 players) to each net.
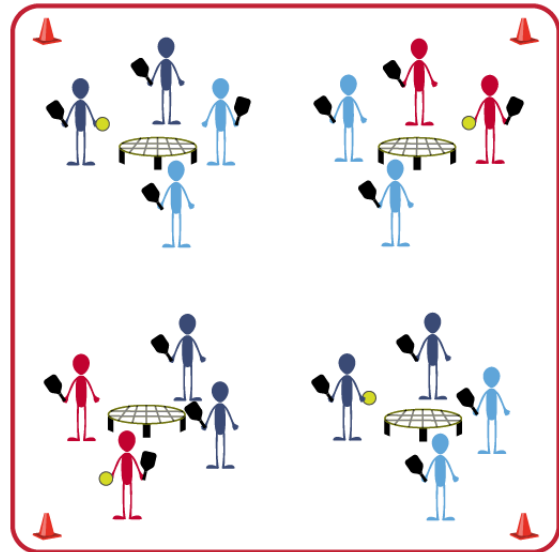
ACTIVITY PROCEDURES

1. This activity is called Spike it Up: Paddle Style. The object of the activity is to score more points than the other team. This game is played just like Roundnet, but you strike the ball with your paddle instead of your hand.
2. On the start signal, play Rock, Paper, Scissors to determine which team will serve first to begin the game. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession.
3. We will play 5-minute games. At the end of each game, the winning team will stay at their net and the other team will rotate and find a new team to challenge. All paddles and balls stay at the net when you rotate.
4. The game will continue until one team gets to 21 points or you hear the stop signal.

DEBRIEF QUESTIONS

- **DOK 1**: What is integrity?
- **DOK 2**: Why is integrity important in physical activity or competitive settings?
- **DOK 3**: How is integrity related to the enjoyment of everyone playing a game of Roundnet?

PRIORITY OUTCOMES

Etiquette:

- **Grades 3-5:** Recognizes the role of rules and etiquette in physical activity with peers.
- **Grades 6-8:** Exhibits etiquette and adherence to rules in a variety of physical activities.
- **Grades 9-12:** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

BUCKET GOLF

STUDENT TARGETS

- **Skill:** I will focus on accuracy and distance when chipping a golf ball.
- **Cognitive**: I will identify ways to chip for accuracy and distance.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility**: I will use positive self-talk and encouraging language with my partner during Bucket Golf challenges.

EQUIPMENT & SET-UP

Equipment:

- Bucket Golf 6-Hole or 9-Hole Set
- 1 club and one plastic golf ball per 2 students

Set-Up:

- Set up the Bucket Golf course so that each hole is 10-20 feet in distance from the tee box to the bucket. Buckets are pinned to the ground using the flag sticks.
- Design the course so the end of each hole is where the next hole begins.
- Create groups of 2 students; each pair begins by a tee box with a club and a ball.
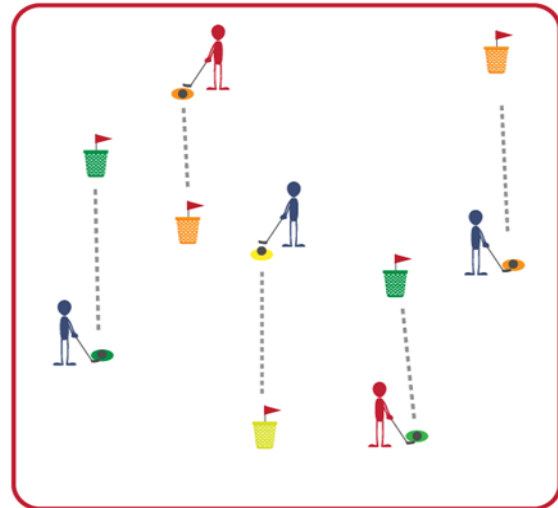
ACTIVITY PROCEDURES

1. This activity is called Bucket Golf. The object is to keep your score as low as possible. This occurs by chipping the ball into the bucket or needing as few hits as possible to get to the bucket.
2. Every hole in Bucket Golf is a par 3, which means you have 3 shots to get to the bucket to get a par for that hole. Hitting any part of the bucket will end the hole, but chipping into the bucket subtracts one stroke off your score for that hole. For example, if you hit the outside of the bucket on your third shot your score would be a 3 for that hole. If you hit the ball into the bucket on your third shot, your score would be a 2 for that hole.
3. On the start signal, one partner will attempt to chip the ball into the bucket. Once they have hit the ball into the bucket or hit any part of the bucket, you will determine their score and switch roles. Once both of you have completed that hole, you will move on to the next one. All of the tee boxes have numbers to help guide you from one hole to the next as you complete the course.

DEBRIEF QUESTIONS

- **DOK 1:** What are some strategies that can help with accuracy in golf?
- **DOK 1:** What are some strategies that can help with hitting the ball the correct distance?
- **DOK 2:** Sometimes golf can be a challenging activity. What are some examples of positive self-talk or encouraging language that you experienced or observed during the activity?

PRIORITY OUTCOMES

Social Interaction:

- **Grades 3-5:** Describes the positive social interactions that come when engaged with others in physical activity.
- **Grades 6-8:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **Grades 9-12:** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

DISC GOLF

STUDENT TARGETS

- **Skill:** I will complete the disc golf course in the fewest strokes possible.
- **Cognitive**: I will identify strategies to help with distance and accuracy when throwing.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility**: I will identify ways to work safely and independently during physical activities both in and outside of school.

EQUIPMENT & SET-UP

Equipment:
- 9-Hole Disc Golf Target Set (another option is slot cones and hoops)
- Foam Flying Discs
- Low profile cones to identify tee area

Set-Up:
- Set up the Disc Golf course so that each hole is 50-75 feet in distance from the tee area to the target.
- Design the course so the end of each hole is where the next hole begins, but with enough space between for safety.
- Create groups of 2-3 students; each group begins by a tee area. Each student begins with a disc. Use different color disc for each group member if possible.
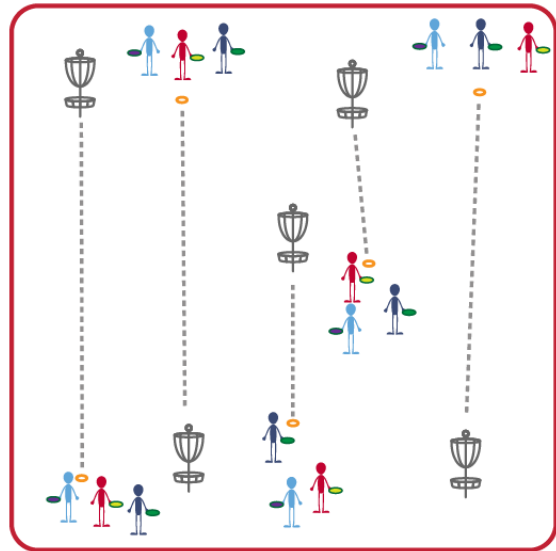
ACTIVITY PROCEDURES

1. This activity is called Disc Golf. The object is to play each hole with the fewest throws possible to keep your score low. This game is played like traditional golf, but with discs instead of golf balls and clubs.
2. Every hole on our disc golf course will be a par 3, which means you have 3 throws to get a par for that hole. Throwing the disc through the target hoop will complete the hole.
3. On the start signal, each partner will begin with a tee throw (with one person throwing at a time). You will leave the disc on the ground where it landed until all group members have made their tee throw. You will then continue alternating to throw the disc towards/through the target. Once you have completed the hole, you will determine your score (total number of throws to get the disc through the hoop target). Once each of you have completed that hole, you will move on to the next one. The hoop targets have numbers to help guide you from one hole to the next as you complete the course.

DEBRIEF QUESTIONS

- **DOK 1:** What are some strategies that can help with accuracy in disc golf?
- **DOK 1:** What are some strategies that can help with throwing the disc the correct distance?
- **DOK 2:** What are things you need to do to play disc golf safely both in and outside of physical education class?

PRIORITY OUTCOMES

Personal Responsibility and Safety:
- **Grades 3-5:** Works independently and safely in physical activity settings.
- **Grades 6-8:** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- **Grades 9-12:** Applies best practices for participating safely in physical activity, exercise, and dance.

ACCOUNTABILITY

(noun)

The quality of being responsible for your actions and words.

Joseph held himself **accountable** to his team when he lost focus during the activity.

CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

The accuracy required for success in golf can sometimes be a **challenge** for people who have never played before.

COMMUNICATION

(noun)

The exchange of information from one person or group to another.

Coach Johnson gave the class helpful feedback about how they can improve their teamwork and **communication**.

COOPERATION

(noun)

The process of working together for a common goal or outcome.

Julius and Drew knew that **cooperation** was important if their team wanted to complete the task.

ENCOURAGE

(verb)

To offer support, confidence, or hope to someone else.

Marcus **encouraged** Lisa to complete one more attempt at the putt.

ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.

RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I **respect** my teammates because they come to class and work hard to improve.

RULES

(noun)

A set of understood laws or commands that keep a space or activity under control.

The **rules** are important to follow so that the game is played fairly and with integrity.

SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

During physical education class, John follows all rules related to **safety** so that no one will get hurt.

TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Taylor and her partner displayed excellent **teamwork** during the activity.

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. The text Strategies for Inclusion: A Handbook for Physical Educators by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area. The table below offers considerations to move us closer to the ideal of Universal Design for Learning.

Universal Design for Learning Considerations for Backyard Games

Equipment	Rules	Environment	Instruction
• Provide equipment of different sizes, colors, and weights • Place a buzzer on the target • Make target larger • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions	• Minimize or eliminate scoring and focus on each individual success or learning opportunity • Allow for peer partner or group assistance if needed • Allow for rolling instead of throwing or striking • Increase/decrease the size of the activity area	• Create activity areas with plenty of space for student movement and that <u>do</u> <u>not</u> put students on "center stage" to perform in front of their peers • Allow area within activity space where students can participate seated vs. standing • Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments	• Use visual demonstrations with verbal instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals • Allow for peer partners to assist with visual instructions and activity participation if needed

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.