Target and Net Games

Beanbag, Soccer, or Disc Golf

Grade Level
First through fifth

Purpose
To toss the beanbag or Frisbee into the hoop or get the ball into the hoop in as few a kicks or throws as possible

Equipment
- Nine hoops
- Nine numbered cones
- Nine poly spots or carpet squares
- One beanbag, ball, or disc per player (all grades can use beanbags or balls; grades 3 through 5 can be challenged with a disc)

Organization
A large outdoor playing field is needed to set up a nine-hole course using carpet squares or poly spots as “tee boxes” and the hoops with numbered cones as the “holes.” Holes should be at different distances (20 to 40 feet [6 to 12 meters]) from the tee boxes and represent a par 3, 4, or 5. Each hole should end within a few yards of the next hole, and hole number 9 should end up a few yards from tee box 1. To enhance the game, an existing playground apparatus or other movable equipment can serve as obstacles at some holes. Two examples are diagramed.

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Activity Description

1. Players are started in shotgun formation (divided among the holes to start rather than all starting at number 1).
2. Players at each hole stay together and progress through the course.
3. All players take their first throw or kick; then turns are determined according to distance from the hole (the player farthest away goes first). Play at the hole continues until all beanbags (or balls or discs) are in the hoop.
4. Play continues around the course. If score is being kept, a scorecard will be helpful.

Conducting the Game

- Have the players help to set up and take down the course, as it can be a time-consuming process.
- While this is an enjoyable game, some players will want to play faster than others. Teach players to allow others to play through if faster players want to progress.
- Some players may choose to walk the course while others will want to jog or run as they play. Place players together in foursomes based on the speed they wish to play.
- Safety rules and golf etiquette should be enforced. If a player is in jeopardy of being hit by a beanbag, ball, or disc, all who can see this should yell “Fore” and call the player’s name. All attempts should be made to prevent such contact.
Team Bowling

Grade Level
Second through fifth

Purpose
To roll the ball and knock down the opposing team’s pins

Equipment
Twenty plastic bowling pins, old pins from a bowling alley, or 2-liter bottles filled one-third with sand. One playground or high-density foam ball per two children.

Organization
Playing area is divided in half, and players are divided into two teams and scattered on their half of the area. Half of the players on each team have a ball. Ten bowling pins are lined up on each end approximately 3 feet apart (1 meter) from each other and 2 feet (0.6 meters) behind a foul line.

Activity Description
1. Players are to roll the balls and attempt to knock down their opponent’s pins. Players without a ball attempt to play defense by catching or blocking the opponent’s rolling balls.
2. Balls cannot be thrown or kicked.
3. Balls can be blocked with the foot or any other body part.
4. Players cannot stand behind the foul line but may go back there to retrieve a ball. Effort must be made to avoid balls that are moving in the pin area.

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5. Players cannot cross the center line or make contact with a ball behind the foul line. If contact is made with a ball that could have knocked over a pin, that pin is to be knocked down for the penalty.
6. All children are actively involved on offense or defense.
7. Stop the game after all pins are down, or stop after a set time limit and reset the pins.

**Conducting the Game**

- Be sure to enforce the no-throw and no-kick rule for safety reasons.
- Be sure to enforce the rule prohibiting contact with a moving ball behind the foul line.
Soccer or Bowling Croquet

Grade Level
Third through fifth

Purpose
To progress through the course dribbling/kicking or rolling the ball and to be the first one “home”

Equipment
- One 8.5-inch (22-centimeter) ball per player (preferably balls should be of four to six different colors)
- Two cones and 14 markers (e.g., beanbags, poly spots) per group of four to represent seven “wickets” and the home and halfway points

Organization
Several courses (a course for every four to six players) are laid out in a large field area. The course has a starting cone, a halfway cone, and seven “wickets.” Each player has a different-color ball. Either you or the players can determine a start order.

Activity Description
1. This game is played much like regular croquet but with either kicking the ball or rolling it with the hand. Either the teacher or the players can determine which version to play. This description refers to rolling, but play would be the same with dribbling/kicking.
2. The game begins as one player rolls the ball through the first wicket. The ball must pass between the markers. When a player goes through a wicket, she gets an extra roll. If the ball does not pass between the wickets, her turn ends.

3. Players continue taking turns and can also attempt to roll their ball and hit another player’s ball. Hitting an opponent’s ball allows the roller to choose to take another roll or to make another attempt to roll his own ball and knock the opponent farther out of play.

4. The course is followed through the wickets to the right, center, right, and on to the halfway point. At the halfway mark, the ball must hit the cone before the player continues back through the last wicket and through the course to the right, center, right, and back home.

5. After someone wins, a new round begins.

**Conducting the Game**

- Once one course is created as an example, players can make their own.
- Be sure that players are clear on the space available for the game. For example, if a player chooses to knock another ball out, what area would be considered out of bounds, thus allowing the player who was knocked out to bring the ball back to a certain point within bounds before taking her turn?
Four Square Beach Ball Volleyball

**Grade Level**
Third through fifth

**Purpose**
To defend a square and move up in the rotation to become the serving team

**Equipment**
- One volleyball net and two badminton nets borrowed from the physical education teacher (if these are not available, rope will work)
- One heavyweight beach ball or a lightweight large volley trainer
- Poly spots or other objects for marking boundaries
- Four or five outdoor volleyball standards (basketball goals or tetherball poles can be used)

**Organization**
One volleyball net is stretched between two poles. The two badminton nets are attached in the center of the volleyball net, as well as to the other two poles, forming a large square that is divided into four smaller squares. If a fifth standard is available, secure the badminton nets to that standard in the center. Boundaries of the four courts are marked by poly spots for playing on grass and by a combination of the existing lines and poly spots if an outdoor court area is used. Divide the class into five teams and number them 1 through 5 to start the game. Uneven teams are acceptable.

1. Teams start the game in the appropriately numbered box. Team 5 is positioned outside the court area, but nearby.
2. Team 4 starts the game by serving or tossing the ball over the net to any square. The ball is now in play and must be volleyed to any other square.

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3. If the ball touches the ground in any square, or if a team hits the ball out of the boundaries of another team, the team at fault goes out to where team 5 was located.

4. Team 5 always enters square 1, and all others move to replace the team that went out, with the game objective of conquering square 4, the serving court. For example, if square 1 is at fault, squares 5 and 1 exchange places. If square 3 is at fault, square 2 moves to square 3, square 1 moves to square 2, and square 5 enters square 1.

5. Changing squares is a quick process, as square 4 will be ready to start the serve in 5 seconds. The team that takes position 5 can practice volleying while they await their turn to enter square 1. The game is fast paced; players are usually “out” and practicing for less than 1 minute. An extra ball will be needed with this option.

6. The ball can be volleyed as many times as necessary in one square, but the same person cannot strike it two consecutive times.

7. If the server is unsuccessful in hitting the ball over the net, a second chance is allowed.

8. A ball hitting the top of the net and going over the net is still a good ball.

9. The serving team needs a rotation order for serving, but no other rotation is necessary.

**Conducting the Game**

- Demonstration and practice in changing squares are necessary. Demonstration of serving options would be helpful.
- If adequate equipment is available (one ball per team minimum), volley practice would be a good warm-up.
- It will be necessary during the first few plays to remind players which team goes to which square. After a few rotations, the game can be student controlled and teacher supervised.
- Observe and comment on fair play, team cooperation, and quick transitions.
- If one team appears to dominate or a team is repeatedly sent to the number 5 position, change the teams by dividing those four players among the squares and removing a player from each team to make a new team.

This is not a good game for a windy day.
Four Square Newcomb

Grade Level
Third through fifth

Purpose
To defend a square and move up in the rotation to become the serving team

Equipment
- One volleyball net and two badminton nets borrowed from the physical education teacher (if these are not available, rope will work)
- One or two playground balls or foam-coated balls
- Poly spots or other objects for marking boundaries
- Four or five outdoor volleyball standards (basketball goals or tetherball poles can be used)

Organization
One volleyball net is stretched between two poles. The two badminton nets are attached in the center of the volleyball net as well as to the other two poles, making a large square that is divided into four smaller squares. If a fifth standard is available, secure the badminton nets to that standard in the center. Boundaries of the four courts are marked by poly spots if play will be on the grass and by a combination of the existing lines and poly spots if an outdoor court area is used. Divide the class into five teams and number them 1 through 5 to start the game. Uneven teams are acceptable.

Activity Description
1. Teams start the game in the appropriately numbered box. Team 5 is positioned outside the court area, but nearby.
2. Team 4 starts the game by throwing the ball over the net to any square. The ball is now in play and must be caught and thrown to any other square.

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3. If the ball touches the ground in any square, or if a team throws the ball out of the boundaries of another team, the team at fault goes out to where team 5 was located.

4. Team 5 always enters square 1, and all others move to replace the team that went out, with the game objective of conquering square 4, the serving court. For example, if square 1 is at fault, squares 5 and 1 exchange places. If square 3 is at fault, square 2 moves to square 3, square 1 moves to 2, and square 5 enters square 1.

5. Changing squares is a quick process, as square 4 will be ready to restart play in 5 seconds. The team that takes position 5 can practice throwing and catching while they await their turn to enter square 1. The game is fast paced, with players usually “out” and practicing for less than 1 minute. An extra ball will be needed with this option.

6. A player can jump and throw a ball but may not make contact with the net.

7. A ball hitting the top of the net and going over the net is still a good ball.

8. The serving team needs a rotation order for starting each time, but no other rotation is necessary.

9. To add excitement, use just four squares and add a second ball. All groups stay in the same square and start with 10 points. For every error it makes, a team loses a point. When one team gets to 0, change the teams and start again.

**Conducting the Game**

- Demonstration and practice in changing squares are necessary.
- It will be necessary during the first few plays to remind players which team goes to which square. After a few rotations, the game can be student controlled and teacher supervised.
- Observe and comment on fair play, team cooperation, and quick transitions.
- If one team appears to dominate or a team is repeatedly sent to the number 5 position, change the teams by dividing those four players among the squares and removing a player from each team to make a new team.