

Boccia

Activity age group: 8 - 11



FOR EVERY BODY

BBC



Activity: Control the roll

How to play:

- ▶ In pairs, line up chairs so you are sat opposite each other (maximum of six chairs). Please note: Boccia is played sitting down all the time.
- ▶ Place a flat spot/marker in front of you both for your target.
- ▶ Take it in turns, to throw the ball to land on your partner's spot.
- ▶ You can throw/propel the ball underarm, overarm, with your feet or using the ramp if needed.

Leading to

Activity: Score more

How to play:

- ▶ Line up chairs in the hall (maximum of six chairs). Participants choose a chair to sit on.
- ▶ Split into two teams, one red and one blue (sitting alternate). The red team will start play.
- ▶ Set out several targets across the hall floor. Smaller targets will be 10 points, medium targets 4 points and larger targets 2 points.
- ▶ Taking it in turns, choose the target you want to throw/propel the ball to. Move into position and throw/propel the ball into or as close to the chosen target as possible.
- ▶ If you get the ball on/in the target, you get those points.
- ▶ The team with the highest points is the winner!

Equipment:

- ▶ Large playing area
- ▶ Chairs
- ▶ Boccia balls or a section of balls or beanbags
- ▶ Ramp (if required)
- ▶ Markers, cones, baskets or hoops (for targets or obstacles)
- ▶ Numbers for scores



Using STEP:

	Easier	Harder
Space	Use a smaller/narrower space so targets are closer.	Use a larger/wider space so targets are further away.
Task	Use dominant arm/foot to propel the Boccia ball to the target.	Use non dominant arm/foot or ramp to propel the Boccia ball to the target.
Equipment	Use larger targets to make it easier to propel the ball into.	<ul style="list-style-type: none"> Use smaller or different shaped targets to make it harder to propel the ball into. Add obstacles in to throw/propel the ball over or under.
People	Put the role of the assistant more into play to support the individual in the activity.	Each player has only one ball to throw, increasing the need for focus, accuracy and placement of the ball on the person.

Specific considerations:

Blind and partially sighted participants:

- Use high visibility cones or markers.
- Provide a buddy or guide to clap where the target is placed.

Learning disabled participants:

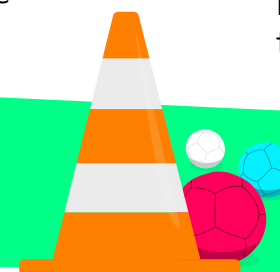
- Introduce and demonstrate sections one at a time.
- Give prompts and reminders during the activity.
- Pair participants up with someone they feel comfortable with and can help the individual access and focus on the task.
- Use clear and concise instructions.

Deaf and hard of hearing participants:

- Give a practical demonstration before the activity begins and when instructions change.
- Use visual signals or cues like waving a flag or bib to indicate when it is the participant's turn.

Physically disabled participants:

- Support the participant with a ramp to throw or propel the ball.
- Use a head pointer to release the ball down the ramp.



The above guidance does not have all the solutions, and some specific requirements of individuals may not be addressed. We recommend and encourage you to engage with all participants, observe their needs, and communicate effectively and take a child-centred approach to provide tailored support where necessary.

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