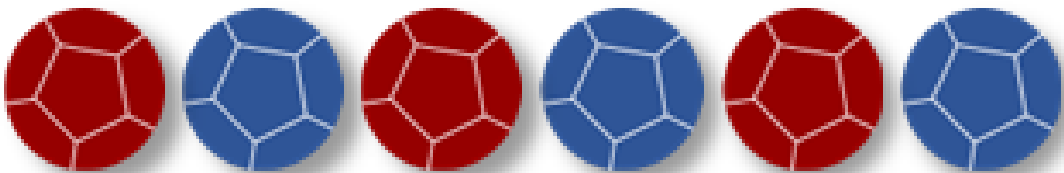
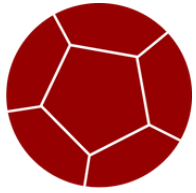


Introduction to

Boccia Bonanza

a resource for teachers and leaders





BACKGROUND

Boccia (pronounced botcha) is a target sport played indoors on a court. It is a game of attack and defence, where each side tries to score as many points as possible by placing their own coloured balls closest to the white jack ball. Players propel a boccia ball by rolling, throwing or kicking it towards the target jack, or by rolling the ball down a ramp. Boccia is ideal for all ages and abilities and can be played using a variety of equipment, in a range of settings.



Boccia Bonanza is a fun and engaging circuit-based programme developed by Scottish Disability Sport (SDS) as an introduction to the sport of boccia. It was designed to help individuals develop the basic skills of boccia and to increase knowledge and understanding of the sport. The Boccia Bonanza programme can be used by players at all levels and it can provide a very useful focus for a wide range of learning as part of the school curriculum.

The Boccia Bonanza School Resource has been produced by SDS to complement the Boccia Bonanza Programme and support the development of boccia. This resource is particularly designed for use in the school setting, although it will be of value in a variety of alternative settings for anyone wishing to use boccia as a focus for young people and adults' learning across all areas of development.

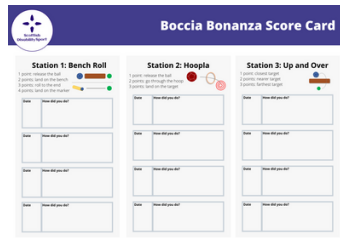
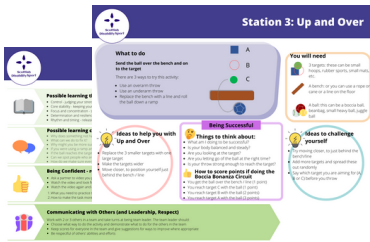
Boccia is a seated game. For the purposes of this Resource we recognise that the environment in which you are working with your group may present limitations for seated participation at all times. We recommend therefore that you provide opportunities, where possible for participants to practice the skills from a seated position, e.g. wheelchair, bench, chair, but that there will be times when participants will complete these tasks from a standing or kneeling position. It will be beneficial for participants to have to take the skills they have learned and to apply them in different positions as this is an important part of adaptability and problem solving for learners.





THE BOCCIA BONANZA SCHOOL RESOURCE

The resource comprises:



Six Boccia Bonanza Station Cards

A Boccia Bonanza Score Card

Group Games for Boccia

THE BOCCIA BONANZA STATION CARDS

There are 6 Boccia Stations. The stations are fun and challenging to do in themselves but working through all the stations will also help develop the skills needed for the game of boccia.

Station 1: Bench Roll

What to do
Send the ball along the bench to land on the target.
There are 3 ways to try this activity:
• Use an underarm throw to roll the ball along the bench.
• Roll the ball down a ramp and along a straight line or between 2 lines on the floor.
• Use a hand to push the ball along the bench.

What you will need
• A target (this can be a small hoop, rubber band, small hoop, etc.)
• A bench (rolled up you can use the back of a chair or a table)
• A ball (this can be a boccia ball, tennis ball, small heavy ball, juggle ball, etc.)

Being Successful!
Things to think about:
• How are you going to be successful?
• What are your body movements and how are you looking at the target?
• How are you going to get the ball at the right angle?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?

Ideas to help you with Bench Roll
• Position yourself beside the bench and watch the ball as it goes along.
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.

Ideas to challenge yourself
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.

Station 1: Bench Roll

Possible learning through this activity
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.

Possible learning conversations: teacher and pupil: partners, self, group
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Being Confident - recognising what you are good at (and Decision Making)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Communicating with Others (and Leadership, Respect)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Station 2: Hoopla

What to do
Send the ball through the hoop to land on the target.
There are 3 ways to try this activity:
• Use an underarm throw.
• Use an overarm throw.
• Roll the ball down a ramp and along a straight line or between 2 lines on the floor.

What you will need
• A target (this can be a small hoop, rubber band, small hoop, etc.)
• A hoop (this can be a boccia ball, tennis ball, small heavy ball, juggle ball, etc.)

Being Successful!
Things to think about:
• How are you going to be successful?
• What are your body movements and how are you looking at the target?
• How are you going to get the ball at the right angle?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?

Ideas to help you with Hoopla
• Position yourself beside the hoop and watch the ball as it goes along.
• Use a hand to push the ball along the hoop.
• Use a hand to push the ball along the hoop.

Ideas to challenge yourself
• Use a hand to push the ball along the hoop.
• Use a hand to push the ball along the hoop.
• Use a hand to push the ball along the hoop.

Station 2: Hoopla

What you will learn through this activity
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.

Possible learning conversations: teacher and pupil: partners, self, group
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Communicating with others (and Co-operation, Respect)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Motivation - 2 different challenges. Try to improve each one.
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Station 3: Up and Over

What to do
Send the ball over the bench and on to the target.
There are 3 ways to try this activity:
• Use an underarm throw.
• Use an overarm throw.
• Roll the ball down a ramp and along a straight line or between 2 lines on the floor.

What you will need
• A target (this can be a small hoop, rubber band, small hoop, etc.)
• A bench (rolled up you can use the back of a chair or a table)
• A ball (this can be a boccia ball, tennis ball, small heavy ball, juggle ball, etc.)

Being Successful!
Things to think about:
• How are you going to be successful?
• What are your body movements and how are you looking at the target?
• How are you going to get the ball at the right angle?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?

Ideas to help you with Up and Over
• Position yourself beside the bench and watch the ball as it goes along.
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.

Ideas to challenge yourself
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.
• Use a hand to push the ball along the bench.

Station 3: Up and Over

Possible learning through this activity
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.

Possible learning conversations: teacher and pupil: partners, self, group
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Problem Solving and Creativity (and Respect)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Respect (and Co-operation, Communicating)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Station 4: Out of Line

What to do
Propel the ball to knock one of the balls out of the line with the others.
There are 3 ways to try this activity:
• Use an underarm throw or throw.
• Use an overarm throw.
• Roll the ball down a ramp.

What you will need
• A line of balls (these can be boccia balls, tennis balls, small heavy balls, juggle balls, etc.)

Being Successful!
Things to think about:
• How are you going to be successful?
• What are your body movements and how are you looking at the target?
• How are you going to get the ball at the right angle?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?

Ideas to help you with Out of Line
• Position yourself beside the line and watch the ball as it goes along.
• Use a hand to push the ball along the line.
• Use a hand to push the ball along the line.

Ideas to challenge yourself
• Use a hand to push the ball along the line.
• Use a hand to push the ball along the line.
• Use a hand to push the ball along the line.

Station 4: Out of Line

Possible learning through this activity
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.

Possible learning conversations: teacher and pupil: partners, self, group
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Decision Making
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Being a Leader (and Respect)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Station 5: Through the Gate

What to do
Propel the ball through the 2 zones to come to rest on the target.
There are 3 ways to try this activity:
• Use an underarm throw.
• Use an overarm throw.
• Roll the ball down a ramp.

What you will need
• A target (this can be a small hoop, rubber band, small hoop, etc.)
• A gate (this can be a small hoop, rubber band, small hoop, etc.)

Being Successful!
Things to think about:
• How are you going to be successful?
• What are your body movements and how are you looking at the target?
• How are you going to get the ball at the right angle?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?

Ideas to help you with Through the Gate
• Position yourself beside the gate and watch the ball as it goes along.
• Use a hand to push the ball along the gate.
• Use a hand to push the ball along the gate.

Ideas to challenge yourself
• Use a hand to push the ball along the gate.
• Use a hand to push the ball along the gate.
• Use a hand to push the ball along the gate.

Station 5: Through the Gate

Possible learning through this activity
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.

Possible learning conversations: teacher and pupil: partners, self, group
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Problem Solving and Creativity (and Decision Making)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Being a Leader (Communication and Respect)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Station 6: Out of the Circle

What to do
Propel the ball into the hoop to knock one of the balls out of the hoop.
There are 3 ways to try this activity:
• Use an underarm throw.
• Use an overarm throw.
• Roll the ball down a ramp.

What you will need
• A hoop (this can be a boccia ball, tennis ball, small heavy ball, juggle ball, etc.)
• A line of balls (these can be boccia balls, tennis balls, small heavy balls, juggle balls, etc.)

Being Successful!
Things to think about:
• How are you going to be successful?
• What are your body movements and how are you looking at the target?
• How are you going to get the ball at the right angle?
• How are you going to get the ball to the target?
• How are you going to get the ball to the target?

Ideas to help you with Out of the Circle
• Position yourself beside the hoop and watch the ball as it goes along.
• Use a hand to push the ball along the hoop.
• Use a hand to push the ball along the hoop.

Ideas to challenge yourself
• Use a hand to push the ball along the hoop.
• Use a hand to push the ball along the hoop.
• Use a hand to push the ball along the hoop.

Station 6: Out of the Circle

Possible learning through this activity
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.
• Develop a range of motor skills and movement patterns.

Possible learning conversations: teacher and pupil: partners, self, group
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Problem Solving and Creativity (Communication and Leadership)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

Confidence and Self Esteem (and Respect)
• How are you going to be successful?
• How are you going to be successful?
• How are you going to be successful?

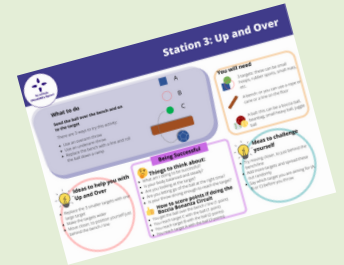
THE LAYOUT OF THE CARDS

The cards have been designed to support staff in delivering engaging, purposeful and challenging learning experiences. Curriculum for Excellence is embedded in the content of the cards. The station tasks, suggested adaptations and possible approaches to learning and teaching all ensure that learners will take an active part in their learning across all areas of development. Learners will be supported in experiencing success and will be challenged, regardless of ability level.

THE FRONT OF EACH CARD

provides information on the station:

- A diagram and description of what to do and what equipment is needed
- Ideas to help make the task more achievable
- Ideas to make the task more challenging
- Things to think about to help achieve success
- How to score points in Boccia Bonanza, to help track achievement



THE REVERSE OF EACH CARD

provides information for you in your role as teacher, coach, leader. This information focuses on the learning that will take place and ways in which you can further develop the value of the activity by introducing different approaches to your delivery. These suggestions for learning deliberately address the significant aspects of learning, which are incorporated within the Benchmarks for Physical Education, as outlined in Curriculum for Excellence.



• Possible learning through this activity

Examples are given on some of the main learning that is addressed through the station. These have intentionally been presented as "possible" learning as you are best placed to know what focus of learning from Curriculum for Excellence is most appropriate for your individual learners or class/group.



• Possible learning conversations

Examples are given of the kinds of questions you can ask and the types of conversations you can have with learners that will help you explore their level of understanding. Through using these learning conversations, you will support the learner in developing skills including evaluating, problem solving, communication, appreciation and respect for self and others. You will see that there are similarities in the focus of the questions across all the cards, but that these are adapted to match the activity. These are only examples. Please add your own learning conversations to suit the learning you want to focus on and the learners you are working with.



• Curriculum for Excellence: Extension Activities

Examples are given of the kinds of questions you can ask and the types of conversations you can have with learners that will help you explore their level of understanding. Through using these learning conversations, you will support the learner in developing skills including evaluating, problem solving, communication, appreciation and respect for self and others. You will see that there are similarities in the focus of the questions across all the cards, but that these are adapted to match the activity. These are only examples. Please add your own learning conversations to suit the learning you want to focus on and the learners you are working with.



LEARNING AND TEACHING APPROACHES

Although the programme is based round 6 stations involving very specific physical challenges, the cards have been written in a way that encourages you and your learners to use them flexibly and expand the possible learning taking place. Ideas are given for adapting the tasks for different levels of ability, but these are only some suggestions and you are encouraged to make adaptations to tailor them for your group and individuals.



PLANNING SESSIONS

Planning for learning

When planning your session, start by identifying what learning you want your group to achieve. Different groups and individuals have different needs at different times. The cards provide suggestions for possible learning and it is for you to decide what focus is best for your group and where you might change that focus for individuals within the group. For example, you might choose to focus on core stability along with focus and concentration for the group but also know that for a particular learner you will emphasise and encourage determination and resilience. You know your group and the individuals and are best placed to choose what learning is appropriate.

Structuring your session

There are different ways to use the set of 6 cards and the Group Games cards. Here are a few examples:

- You focus on a different station in each session. Set up a range of groups all working on the same task. You will need duplicate equipment, but this potential problem can easily be solved by using imagination when selecting equipment (see section on Equipment). You can then add in one of the group games that will allow the players to practice the skills they were working on.
- You include all 6 stations in each session. Groups move round the stations and this format is repeated over as many weeks as appropriate. For each session you can identify learning at the stations.
- A combination of the first two examples. Choose 2 or 3 stations each week. You will need to set up duplicate stations, for example 3 of one station and 3 of another. The groups can move round and you have the option of changing the focus for the learners each time they revisit a station. Again, one of the group games can be used to apply the skills learned.
- Incorporate boccia stations into a multi-sport approach where similar learning is the focus, for example concentrating on activities where aiming at a target is involved such as club golf, kwik cricket or new age kurling.

The game of boccia

The stations are designed to help learners develop the skills for playing boccia, so you should consider where the actual game will feature in your sessions.

For example:

- You might decide to finish each session with games of boccia to let the learners put their skills into practice in a game.
- You might decide to start the session with a game and ask the learners to identify what skills they need to work on when moving round the stations.
- For some groups of learners, the stations might be challenging and become mini games in themselves and you might feel it is not appropriate to be moving on to the full game yet.

You know your learners and are best placed to decide where and if the full game of boccia features in the planning of your sessions.



EQUIPMENT

The **You Will Need** section on each card tells you what equipment is required for each station. There are suggestions for alternative equipment. This is not an exhaustive list and you are encouraged to be creative with what you have in your equipment cupboard or in your setting.

Your learners will probably be even more creative so involve them in thinking about different things you can use or different ways of doing the activity.



HEALTH & SAFETY

It is important that learners do their bit in keeping themselves and others safe. You should make decisions about how much you take control of the management of the space and task and when it is appropriate for the learners to take responsibility.

Things for you and the learners to consider include:

- Is the working area safe? Are there any hazards that we can remove or that we need to be aware of, such as slips, trips or possibly being hit by an object?
- Do we have enough space to work in safely without getting in the way of others, including the space behind us? Are we careful when moving about the space to avoid collisions?
- Is the equipment we are using appropriate or is it perhaps too heavy, for example?



ASSESSMENT

You are encouraged to use your usual range of ways of assessing and gathering evidence of learning such as self-assessment, peer-assessment, questioning.

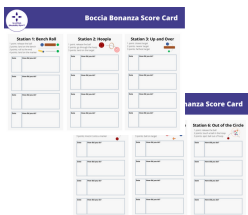
Consider the range of sources of evidence you can use:

- Observation: by yourself and the learners. Use the observations to give feedback for improvement.
- Video: using before and after for comparison and analysis by you and the learners.
- Questioning: the possible learning conversations on the back of each card will provide a good starting point for this.

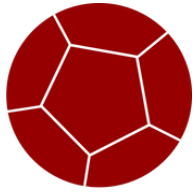
GROUP GAMES FOR BOCCIA

Some ideas have been provided for group bocchia games which can be played with a large class or group. The games are fun and allow players to apply the skills they have been practicing in the stations. The games also provide opportunities for the group to think creatively and come up with their own ideas for equipment and variations of games.

BOCCIA BONANZA SCORE CARD



A scoring system has been provided for each station. This is not designed to be your main source of evidence of learning but rather as one source of feedback of learners' success in completing the task. The scorecard provided is a tool for learners to record this progress. It is not expected that they will record progress for each session but will choose when it is appropriate to do so. Encourage them to record the date and provide their scores to keep track of improvement but also to record what they did well and/or what they feel they need to work on next time.



THE RULES OF BOCCIA

HOW TO PLAY THE GAME OF BOCCIA

GETTING STARTED

You can watch a 75 second video to get the gist of the game [here](#) or visit scottishdisabilitysport.com

GETTING ORGANISED

Boccia is a seated game, so you make sure you have chairs or benches for the players. If you do not have chairs or benches then the game can be played standing but only if all players can play from a standing position. If one of the players is seated then all players in the game should also be seated.

The game involves 2 sides playing against each other and can be played as a:

- **Singles game:** *1 against 1, each player has 6 balls and 4 ends are played*
- **Pairs game:** *2 against 2, each player has 3 balls and 2 ends are played*
- **Team game:** *3 against 3, each player has 2 balls and 6 ends are played*



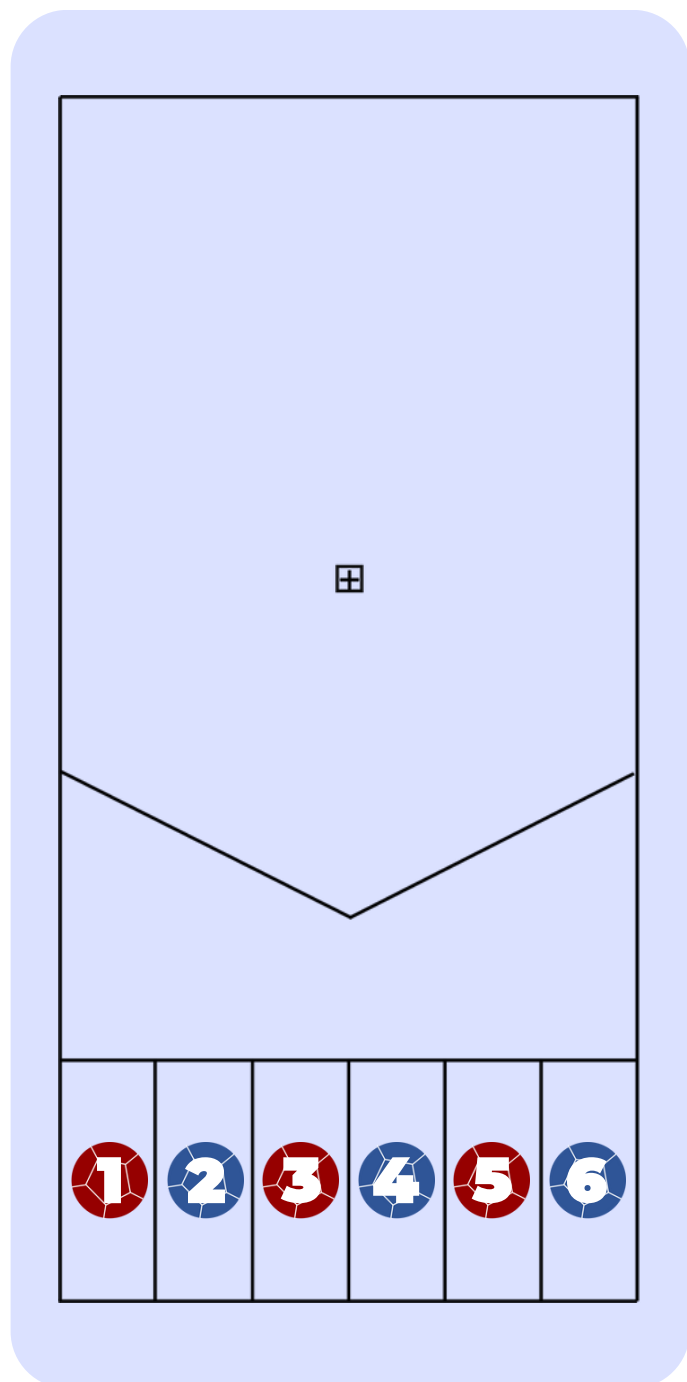
An **END** is where all the balls have been thrown. The score should be noted for each end.

The game is played using a set of **BOCCIA BALLS** and this set contains 13 balls: 6 red balls for one side, 6 blue balls for the other side and one jack ball which is white.

If you do not have a set of boccia balls, gather together 13 balls, beanbags or other suitable objects. Make sure that you can tell the difference between the jack ball, and both sets of 6 balls. This will make it easier to tell which side each ball belongs to.

Mark out a **COURT** to play the game. The competition court is 12.5m by 6m which is roughly the size of a badminton court. You will have to adjust the size of your court/s depending on how much space you have.

It should be a smooth flat court marked with 6 boxes at one end. The boxes are for the players in the game and each player stays in the same box for the whole game. There is no changing of positions in the boxes between ends.



SINGLES

Each player positions themselves in their box.

- Red player in box 3
- Blue player in box 4

PAIRS

- Red players in boxes 2 and 4
- Blue players in boxes 3 and 5

TEAMS

- Red players in boxes 1, 3 and 5
- Blue players in boxes 2, 4 and 6



PLAYING BOCCIA

Boccia is a target sport, with each side trying to score as many points as possible by placing their own coloured balls closest to the white jack.



- Each member of the side should have their own boccia balls to play depending on how many are on their side.
- The side with the red balls starts the first end by sending the white jack into the court.
- The player from the red side who played the jack then plays their first red ball.
- The blue side will then play their first ball. If there are 2 or 3 team members then the team agree which of their side's players should play their ball.
- Check which side has the ball closest to the jack and it is the other side who then plays until they are closer to the jack or run out of balls.
- The end continues like this until each side has played all 6 balls onto the court.

SCORING THE BOCCIA GAME



The end is scored by awarding one point for every ball of the same colour which is closer to the jack than the closest to the jack coloured ball of the other side.

The game is won by the side who has the highest score after all the ends have been played. If both sides have the same number of points after all the ends have been played another end is played and the side who wins this end wins the game.

