

Materials	Items to make a ramp (e.g., upside down baking sheet, two hockey sticks), six items to roll off the ramp (e.g., balls, markers), paper and scissors or golf ball
Learning Outcome	Practice rolling an object for accuracy and use game play strategies to roll your object closest to the target.

Description

Boccia is a Paralympic sport that can be played by individuals with or without a disability. It is a target game that develops control and accuracy and a ramp is used for players who require assistance sending the ball into the playing field.

The object of the game is to get your ball closest to the white Jack ball. Cut a small circle out of the piece of paper to represent the Jack ball or use a golf ball as the Jack ball. Ensure that the ramp is set up so items will roll off. If you are using two hockey sticks as a ramp, place the sticks so there is approximately a five-centimetre space between them or enough space for the objects to roll successfully.

Boccia requires at least two players, but can be played with four players (teams of two). Ensure there is enough space to do the activity away from any safety hazards. Each player receives three objects to roll off the target. Decide which player will go first. The player that goes first places the white Jack where they would like and then rolls their object off the ramp.

Players take turns rolling their objects to be closest to the Jack. Knocking other objects out of the way is permitted as is pushing your own object closer. After each player has rolled all of their objects, decide which object is closest to the Jack.

That player receives the number of points equal to the number of balls that they have closer to the Jack than their opponent's closest ball (e.g., if they have two objects closer than any other object, they get two points). Play until one player reaches 10 points. Players take turns starting the round and placing the Jack.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *What strategies did you use to try to roll the object as close to the Jack as possible?*
- *Do you think the activity would be easier or harder if you threw the objects at the Jack instead of rolling them off the ramp? Why?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		Set up a number of dominoes on the ground and the child rolls an object trying to knock over as many dominoes as possible.		The child uses an implement (broomstick, pool noodle, etc.) instead of a ramp to push the object to the Jack ball.		The child participates in the activity alone with no other players.