



# Boccia Lesson Plan

Co-developed with Cardiff Metropolitan University

## 01 Pebble Plop

10-15 minutes

## 02 Bean Bag Skittles

10-15 minutes

## 03 In the Scoring Zone

15 minutes

## 04 The Aim Game

15 minutes

## Link to the Four Purposes

The activities and experiences described within the lessons enable learners to:

- develop the confidence and motivation, physical competence, knowledge and understanding through physical activity and sport to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**
- develop motivation, resilience, and decision-making abilities to become **ambitious, capable learners, ready to learn throughout their lives**
- manage risks, express ideas, engage in teamwork, take on different roles and responsibilities, to **become enterprising, creative contributors ready to play a full part in life and work**
- to become **ethical, informed citizens of Wales and the world** by developing their ability to show respect, to value equity and inclusion, to listen to others and to evaluate the social influences affecting them.

Activities and experiences described within the following lesson supports learning described in the statements of What Matters:

**Developing Physical health and well-being has lifelong benefits.**

Specifically, this lesson plan focuses on:

### PS1

“I can use and **improve basic movement skills** in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.”



## Skills Developed

Sending an object to a target e.g. Under Arm Rolling, Under Arm Throwing, Rolling an object down a ramp/shoot towards a target

## Learning Intention

We are learning to send an object to hit a target

## Success Criteria

1. I can send an object to hit a target
2. I can send an object to block an opponent
3. I can send an object to hit a target using a range of different techniques



## Using STEP to adjust a game's difficulty

# STEP

### Space

The playing area can either be increased or decreased. Restrictions can be placed on movement in and out of certain areas to encourage the performing of tactics or techniques.

### Task

The time permitted to complete a task can be increased or decreased.

### Equipment

A range of equipment should be available for learners. Creating a climate where learners feel safe to self-select the most appropriate equipment is imperative. A range of different or modified equipment will support learners experience success and progression in learning.

### People

Grouping learners can support learning. Smaller groups or larger groups .

# Pebble Plop


## Equipment

Throwing Objects:  
 Boccia Balls, Bean Bags, Ramps

Targets:  
 Hoops, Cones, Chalk etc.

**10-15 minutes**

## How to Play

 Can be played in small groups, pairs, or individually.

- Set up a range of targets around the playing area
- Markers can be placed a certain distance away from each target to give pupils an idea of where to start
- Pupils have to send their object towards each target from a stationary position
- Pupils retrieve their object once they have had their go
- Pupils can use a range of objects to send towards the target





# STEP

## Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
<b>Space</b>	Decrease distance to target	Increase distance to target
<b>Task</b>	Players can roll the object along the floor	<p>Pupils can be moving or balancing whilst sending their object</p> <p>Use non-dominant hand to send object</p>
<b>Equipment</b>	Increase size of target	Decrease the size of the target
<b>People</b>	This is the easiest version of this activity	Increase the number of pupils playing in the area

# Bean Bag Skittles

## How to Play

10-15 minutes



Split pupils into two equal teams.

## Equipment

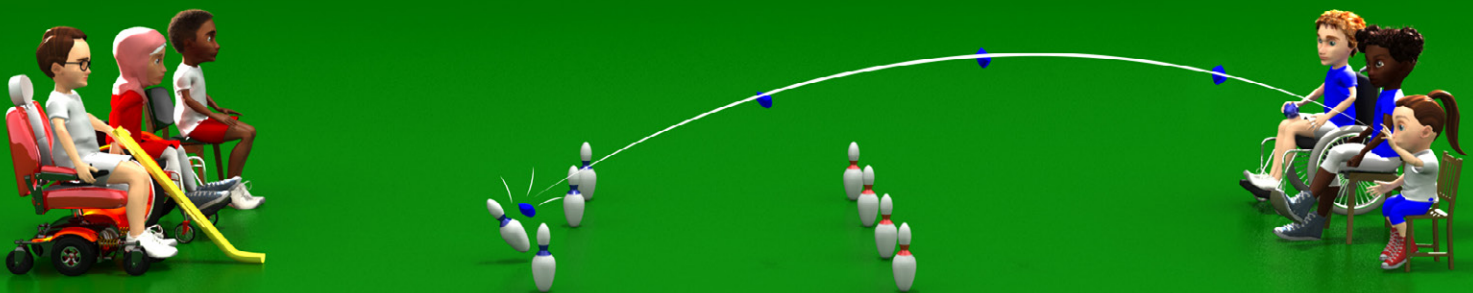


Bean Bags, Bocchia Balls, Ramps



Skittles

- Teams stand approximately 10 feet away from each other
- Two rows of skittles/plastic bottles are placed in between both teams
- Each team is allocated the row which is furthest away
- Using beanbags and balls, teams attempt to knock down their own row of skittles
- Pupils to explore different ways of sending the objects towards the targets
- The first team to do so successfully is the winner





## STEP


### Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
<b>Space</b>	Decrease the size of playing area	Increase the size of the playing area
<b>Task</b>	Teams to knock down nearest row of skittles Stop activity after specific time limit and count how many skittles each team has left	Pupils must use non-dominant hand Introduce time limit for knocking down all the skittles
<b>Equipment</b>	Use Large balls Use larger skittles Allow unlimited number of bean bags	Use smaller skittles Allocated number of bean bags per pupil/team
<b>People</b>	Increase number of pupils on each team	Decrease the number of pupils on each team

# In the Scoring Zone

## Equipment

 Throwing Objects:  
Boccia Balls, Bean Bags, Ramps

 Targets:  
Parachute, Hoops, Cones, Chalk

**15 minutes**

## How to Play

 **Number of players:**

Can be played in small groups, pairs, or individually.

- Mark out a scoring zone, with different points allocated to each area within the zone.
- Players score by propelling balls into scoring zones.
- Players throw alternately.



Variation: move to a different position




## STEP


### Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
<b>Space</b>	<p>Decrease the distance to the target</p> <p>Increase the size of each scoring zone</p>	<p>Increase the distance to the target</p> <p>Decrease the size of each scoring zone</p>
<b>Task</b>	<p>Decrease the number of scoring zones</p>	<p>Increase the number of scoring zones</p> <p>Add obstacles for players to throw over</p>
<b>Equipment</b>	<p>Increase the size of the target area</p> <p>Use bean bags in order for objects to stay on the target</p>	<p>Decrease the size of the target area</p>
<b>People</b>	<p>Decrease the number of players taking part</p>	<p>One team attacks and one team defends by blocking the scoring zones with their balls</p>

# The Aim Game

## Equipment

 Throwing Objects:  
Boccia balls, bean bags, ramps

 Targets:  
Hoops, Cones, Chalk, Boxes,  
Skittles, Benches, Chairs

**15 minutes**

## How to Play



Pupils can all play all together

- Select a target for all pupils to aim towards. Line markings in indoor or outdoor spaces can be used
- Pupils try to get their object as close to the target as possible.



# STEP

## Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
Space	Decrease distance to target	Increase distance to target
Task	N/A	Introduce obstacles
Equipment	Use lighter objects Use low impact objects e.g. bean bags Use a larger target	Use a smaller target
People	Pupils try to beat their own distance to target rather than competing against each other	N/A

## Impairment Considerations

In the table below is guidance on how to include people with different impairments within the lesson, but the best way to include a disabled pupil is to find out about their functional ability and what they CAN DO. This will enable them to have a great experience in a PE lesson.

### Autism

- Give the pupil time to process the information
- Give them time to try the activity before giving some teaching points
- Don't use idioms or metaphors
- Avoid relying on gesture, facial expression or tone of voice
- Keep instructions short
- Be mindful of sensitivity to noise/light

### Learning Disability

- Demonstrate all activities
- Keep instructions short
- Break activities down into smaller sections
- Reinforce quality of movement
- Floor markers to help pupils know where to move to

### Blind / Visually Impaired

- Find out pupils' level of sight
- Offer a range of equipment consisting of different colours
- The use of sound to help pupils participate e.g. a bell or verbal instructions
- Offer a guide or buddy
- Other pupils to wear high-vis bibs

### Deaf / Hard of Hearing

- Position yourself so the pupil can see you
- Speak clearly and concisely to support lip reading
- Show demonstrations for every activity
- Write down instructions
- Agree signals for starting and stopping of activity
- Use of technology to show demonstrations



## Impairment Considerations

### Physical Disability

- Activity can be performed from a seated position.
- For players with reduced dexterity, consider moving slower.
- Change of direction being the focus.
- Alternative route or shorter distance to move.

### Wheelchair User

- Alternative route or shorter distance to move.
- Consider moving slower.
- Change of direction being the focus.

# SMILES

Always ensure that opportunities and experiences in and around Physical Activity and Sport comply with the ethos of SMILES

**Safe** Physical, social and emotional

**Maximum Participation** Inclusion

**Included** Learner voice

**Learning-Focused**

**Enjoyment**

**Success-Orientated**





# Cynllun Gwers

## Boccia

Cyd-ddatblygu gyda Prifysgol Metropolitan Caerdydd

### 01 Gollwng Cerrig Crynion

10-15 munud

### 02 Sgitls Bag Ffa

10-15 munud

### 03 Yn y Parth Sgorio

15 munud

### 04 Gêm Anelu Boccia

15 munud

## Dolen at y pedwar diben

Mae'r gweithgareddau a'r profiadau a ddisgrifir yn y wers hon yn galluogi dysgwyr i wneud y canlynol:

- datblygu hyder a chymhelliant, cymhwysedd corfforol, gwybodaeth a dealltwriaeth drwy weithgarwch corfforol a chwaraeon i ddod yn unigolion iach, hyderus, sy'n barod i fyw bywydau llawn fel aelodau gwerthfawr o gymdeithas.
- datblygu cymhelliant, gwytnwch, a gallu i wneud penderfyniadau i ddod yn ddysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu drwy gydol eu bywydau.
- rheoli risgiau, mynegi syniadau, cymryd rhan mewn gwaith tîm, ymgymryd â gwahanol swyddogaethau a chyfrifoldebau, i ddod yn gyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith.
- dod yn ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd drwy ddatblygu eu gallu i ddangos parch, gwerthfawrogi tegwch a chynhwysiant, gwrandao ar eraill a gwerthuso'r dylanwadau cymdeithasol sy'n effeithio arnyh nhw.

Mae'r gweithgareddau a'r profiadau a ddisgrifir yn y wers ganlynol yn cefnogi'r dysgu a ddisgrifir yn y datganiad o'r Hyn sy'n Bwysig:

**Mae datblygu iechyd a lles ein corff yn arwain at fuddiannau gydol oes.**

Yn benodol, mae'r cynllun gwers hwn yn canolbwyntio ar y canlynol:

### PS1

“Gallaf ddefnyddio a **gwella sgiliau symud sylfaenol** mewn sefyllfaoedd cyfarwydd ac anghyfarwydd. Gallaf ymateb i awgrymiadau mewn ffyrdd dychmygus a chreadigol. Mae gen i'r hyder a'r cymhelliant i ddyfalbarhau wrth wynebu heriau corfforol.”



## Sgiliau a ddatblygir

Anfon gwrthrych at darged e.e. Rholio o dan y Fraich, Taflu o dan y Fraich, Rholio gwrthrych i lawr ramp / saethu tuag at darged

## Bwriad Dysgu

Rydym yn dysgu anfon gwrthrych i daro targed

## Meini Prawf Llwyddiant

1. Gallaf anfon gwrthrych i daro targed
2. Gallaf anfon gwrthrych i rwystro gwrthwynebydd
3. Gallaf anfon gwrthrych i daro targed gan ddefnyddio ystod o wahanol dechnegau



Addasu anhawster y gêm gan ddefnyddio STEP:

# STEP

## Space Gofod

Gellir naill ai gynyddu neu leihau'r ardal chwarae. Gellir gosod cyfyngiadau ar symud i mewn ac allan o rai ardaloedd i annog perfformio tactegau neu dechnegau.

## Task Tasg

Gellir cynyddu neu leihau'r amser a ganiateir i gwblhau tasg.

## Equipment Offer

Dylai ystod o offer fod ar gael i ddysgwyr. Mae'n hollbwysig creu hinsawdd lle mae dysgwyr yn teimlo'n ddiogel i hunan-ddewis yr offer mwyaf priodol. Bydd ystod o wahanol offer neu offer wedi'i addasu yn cefnogi'r dysgwyr i brofi llwyddiant a sicrhau cynnydd mewn dysgu.


## People Pobl

Gall grwpio dysgwyr gefnogi'r dysgu. Grwpiau llai neu grwpiau mwy.

# Gollwng Cerrig Crynion

## Offer

 Gwrthrychau Taflu:  
Peli Boccia, Bagiau Ffa, Rampiau

 Targedau:  
Cylchoedd, conau, sialc ac ati.

**10-15 munud**

## Sut i Chwarae

 Gosod ystod o dargedau o amgylch yr ardal chwarae

- Gellir gosod marcwyr bellter penodol oddi wrth bob targed er mwyn rhoi syniad i ddisgyblion o ble i ddechrau
- Rhaid i ddisgyblion anfon eu gwrthrych tuag at bob targed o safle llonydd
- Disgyblion yn adfer eu gwrthrych ar ôl iddynt roi cynnig arni
- Gall disgyblion ddefnyddio ystod o wrthrychau i'w hanfon tuag at y targed



## STEP

### Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
Space Gofod	Lleihau'r pellter at y targed	Cynyddu'r pellter at y targed
Task Tasg	Gall y chwaraewyr rollo'r gwrthrych ar hyd y llawr	Gall y disgyblion fod yn symud neu'n cadw cydbwysedd wrth anfon eu gwrthrych Defnyddio'r llaw wannaf i anfon gwrthrych
Equipment Offer	Cynyddu maint y targed	Lleihau maint y targed
People Pobl	Ar lefel haws	Cynyddu nifer y chwaraewyr sy'n chwarae yn yr ardal

# Sgitls Bag Ffa

## Sut i Chwarae

10-15 munud



Rhannu'r disgyblion yn ddau dîm cyfartal

## Offer

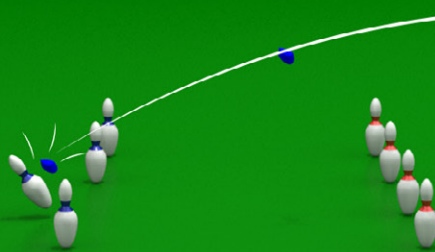


Bagiau Ffa, Peli Boccia, Rampiau



Sgitls

- Y timau'n sefyll tua 10 troedfedd oddi wrth ei gilydd
- Rhoi dwy res o sgitls / poteli plastig rhwng y ddau dîm
- Neilltuo'r rhes sydd bellaf i ffwrdd i bob tîm
- Gan ddefnyddio bagiau ffa a pheli, y timau'n ceisio taro eu rhes eu hunain o sgitls drosodd
- Disgyblion i archwilio gwahanol ffyrdd o anfon y gwrthrychau tuag at y targedau
- Y tîm cyntaf i wneud hynny'n llwyddiannus yw'r enillydd



# STEP


## Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
<b>Space Gofod</b>	Lleihau maint yr ardal chwarae	Cynyddu maint yr ardal chwarae
<b>Task Tasg</b>	Timau i gnocio'r rhes agosaf o sgitls Stopio'r gweithgaredd ar ôl amser penodol a chyfrif faint o sgitls sydd gan bob tîm ar ôl	Rhaid i'r disgyblion ddefnyddio'r llaw wannaf Cyflwyno cyfyngiad amser ar gyfer taro'r sgitls i gyd i lawr
<b>Equipment Offer</b>	Defnyddio peli mwy Defnyddio sgitls mwy Caniatáu nifer digyfyngiad o fagiau ffa	Defnyddio sgitls llai Neilltuo nifer o fagiau ffa i bob disgybl / tîm
<b>People Pobl</b>	Cynyddu nifer y disgyblion ym mhob tîm	Lleihau nifer y disgyblion ym mhob tîm

# Yn y Parth Sgorio

## Offer

 Gwrthrychau Taflu:  
Peli Boccia, Bagiau Ffa, Rampiau

 Targedau:  
Parasiwt, Cylchoedd, Conau,  
Sialc, Casys Gobennydd

**15 munud**

## Sut i Chwarae

 Nifer y chwaraewyr:

Gellir ei chwarae mewn grwpiau bychain, paru neu'n unigol.

- Marcio parth sgorio, gan neilltuo gwahanol bwyntiau i bob ardal yn y parth.
- Y chwaraewyr yn sgorio drwy anfon peli i'r parth sgorio.

Rhaid i'r chwaraewyr daflu bob yn ail.



Amrywiad: symud i leoliad gwahanol



## STEP


### Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
Space Gofod	Lleihau'r pellter at y targed	Cynyddu'r pellter at y targed
Task Tasg	Amherthnasol	Cyflwyno rhwystrau
Equipment Offer	Defnyddio gwrthrychau ysgafnach Defnyddio gwrthrychau effaith isel e.e. bagiau ffa Defnyddio targed mwy	Defnyddio targed llai
People Pobl	Disgyblion yn cadw eu sgôr eu hunain ac yn ceisio curo eu gorau personol	Gall y timau eistedd ar y naill ben neu'r llall i'r ardal chwarae

# Gêm Anelu Boccia

## Offer

 Gwrthrychau Taflu:  
Peli Boccia, Bagiau Ffa, Rampiau

 Targedau:  
Cylchoedd, Conau, Sialc, Casys  
Gobennydd, Bocsys, Poteli  
Llefrith Plastig, Sgitls, Meinciau,  
Cadeiriau

**15 munud**

## Sut i Chwarae



Gall disgyblion i gyd chwarae gyda'i gilydd

- Dewiswch darged i bob disgybl anelu ato. Gellir defnyddio marciau llinell mewn manau dan do neu yn yr awyr agored.
- Mae disgyblion yn ceisio cael eu gwrthrych mor agos at y targed â phosibl.



## STEP

### Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
Space Gofod	Lleihau pellter i'r targed	Cynyddu pellter i dargedu
Task Tasg	Amherthnasol	Cyflwyno rhwystrau
Equipment Offer	Defnyddiwch wrthrychau ysgafnach Defnyddio gwrthrychau effaith isel e.e. bagiau ffa Defnyddio targed mwy	Defnyddiwch darged llai
People Pobl	Mae disgyblion yn ceisio curo eu pellter eu hunain i dargedu	Amherthnasol

## Ystyriaethau o ran Namau

Yn y tabl isod mae canllawiau ar sut i gynnwys dysgwyr â gwahanol namau yn y wers ond y ffordd orau o gynnwys dysgwr anabl yw drwy ddod i wybod am ei allu swyddogaethol a'r hyn y GALL EI WNEUD. Bydd hyn yn ei alluogi i gael profiad gwych mewn gwrs AG.

### Awtistiaeth

- Rhoi amser i'r disgybl brosesu'r wybodaeth
- Rhoi amser iddo roi cynnig ar y gweithgaredd cyn rhoi rhai pwyntiau addysgu
- Peidio â defnyddio idiomaau na throsiadau
- Osgoi dibynnu ar ystum, mynegiant wyneb neu dôn llais
- Cadw'r cyfarwyddiadau yn fyr
- Bod yn ymwybodol o sensitifrwydd i sŵn / golau

### Anabledd Dysgu

- Arddangos pob gweithgaredd
- Cadw'r cyfarwyddiadau yn fyr
- Rhannu'r gweithgareddau yn adrannau llai
- Cadarnhau ansawdd y symud
- Marcwyr llawr i helpu disgyblion i wybod i ble i symud

### Dall / Nam ar y Golwg

- Darganfod lefel golwg disgyblion
- Cynnig ystod o offer sy'n cynnwys gwahanol liwiau
- Y defnydd o sain i helpu disgyblion i gymryd rhan e.e. cloch neu gyfarwyddiadau llafar
- Cynnig tywysydd neu gyfaill
- Disgyblion eraill i wisgo bibiau llachar

### Byddar / Nam ar y Clyw

- Lleoli eich hun fel bod y disgybl yn gallu eich gweld chi
- Siarad yn glir ac yn gryno i gefnogi darllen gwefusau
- Rhoi arddangosfa o bob gweithgaredd
- Ysgrifennu cyfarwyddiadau
- Cytuno ar signalau ar gyfer dechrau a stopio gweithgaredd
- Defnyddio technoleg i roi arddangosfa

## Ystyriaethau o ran Namau

### Nam Corfforol

- Gellir perfformio gweithgaredd yn eistedd
- Ar gyfer chwaraewyr llai deheuig, ystyriwch symud yn arafach
- Newid cyfeiriad yw'r ffocws
- Llwybr arall neu bellter byrrach i symud

### Defnyddiwr Cadair Olwyn

- Llwybr arall neu bellter byrrach i symud
- Ystyried symud yn arafach
- Newid cyfeiriad yw'r ffocws

# SMILES

Gwnewch yn siŵr bob amser bod cyfleoedd a phrofiadau mewn Gweithgarwch Corfforol a Chwaraeon yn cydymffurfio ag ethos SMILES

**S** Diogel corfforol, cymdeithasol ac emosiynol

**M** Cyfranogiad Gorau Posibl cynhwysiant

**I** Wedi'i Gynnwys llais y dysgwyr

**L** Canolbwyntio ar Ddysgu

**E** Mwynhad

**S** Ffocws ar Lwyddiant

