

APE Lesson Plans

Bocce

This unit is directly related to Special Olympics Bocce.

Possible goals:

- Student will apply competent motor skills needed to perform a variety of bocce skills.
- Student will understand concepts and principles that apply to the learning of bocce skills and competing in a bocce competition.
- Student will demonstrate an understanding of the importance of physical activity and fitness through participation.
- Student will demonstrate behavior that enhances respect for self and others.

- **Links to NC Essential Standards for PE:**
- MS: demonstrate locomotor skills (walk, step in-over-out); demonstrate manipulative skills (underhand throw, throw at a target).
- MC: understand terminology; understand essential elements of the correct form (underhand throw, throw at a target); value feedback and use of rubrics; apply principles of practice and conditioning that enhance movement performance; understand and apply game strategies.
- HF: recognize/analyze fitness components; understand physiological changes and enjoyment of health-enhancing activity; increase strength to throw a bocce ball.
- PR: understand personal space, safety, and respect for others; use cooperation and communication skills to accomplish group goals in cooperative and competitive situations; analyze and resolve conflicts that arise in competitive activities.

(APE students are provided with means to communicate, participate, and demonstrate self-advocacy).

Before separating students for Team vs Individual skills, all students participate in the progression of basic skills with various activities and drills.

Developmental events (10m. ramp; 10m; 20m):

General Adaptations:

Students with Visual Impairment: Sound source (beeper, clapping of hands, voice) to alert them to the place of the palina (target ball).
Use larger or bright colored (orange or yellow) ball.

Students using wheelchair or crutch/cane/walker: Any student may use a chair as needed.
Position chair to provide for most appropriate arm movement.

Students on the Autism Spectrum: Use the behavior modifications and communication approach used in the classroom. This may include picture symbols, consistency, ----- first , then -----, reward system, carrying something, counting boards for number of turns, etc.

All students: Be consistent so they can learn the rules that govern the competition.
Set expectations.
Be an example and participate.
Look for personal improvement and/or individualize the instruction.

10m. ramp

Setting: Area 10-12 feet wide with a target at 10m. from the start line.
ramp (usually PVC gutter) for the ball to roll down from.

3 (indoor bocce) balls, different color than the target ball.

Any smooth, hard surface such as a hallway, gym floor, side walk.

Rules: Get the bocce ball as close to the target ball as possible.

Students roll 3 balls per turn.

During competition they receive 3 non-consecutive turns of 3 balls each.

Pointers: A ball outside of the playing field is considered a dead ball.

If the target ball is hit by a bocce ball and moves, the measurements will be taken from where the target ball is after all three balls have been thrown.

Make students aware of where the target ball is.

Ask students which ball they think is the closest.

Practice turn taking.

Allow student to be as independent as possible in placing the ball on the ramp.

Ask student if the direction of the ramp needs to be adjusted (awareness).

10m.

Setting: Same as 10m. ramp, except student rolls the ball independently from behind the starting line.

Rules: Same as 10m. ramp.

Pointers: All throws have to be underhand.

Practice underhand throwing. Tick-tock past the knee. Foot opposition.

If all else fails the student can throw the ball underhand using both hands.

20m.

See the 10m. The differences are the use of regulation bocce balls on a regulation surface (outside on short grass, gravel, or bocce court) with the target ball at 20m.

Team Play

Special Olympics Mecklenburg County offers 4 person team competition. Either Special Olympics teams or Unified Bocce (2 EC and 2 gen. ed. students) teams. When not practicing for competition feel free to make any adaptations needed to make each student as successful and independent as possible.

For team play each athlete should have the following suggested skills:

- Looks at the palina (target ball) before throwing the ball. Doesn't just release the ball because they were directed.
- Throws the ball past the midline consistently, and ball stays in the court.
- Stays with the team and takes turns (doesn't wander).
- Has no need for constant coaching (is actually not allowed by S.O. rules). Student makes independent decisions.

Bocce Team and Bocce Unified Team

Setting: Use of regulation bocce ball set (4 of one color, 4 of a different color, palina).

Regulation size court: 10-12 feet wide and 60 feet long, with midline and foot foul lines. Outdoor on short grass, gravel, or bocce court.

Rules: See the Special Olympics website at www.sonc.net or contact the APE department for competition specific rules.

Each team tries to get their color balls as close to the palina as possible.

Each team can bump the other team's balls out of the way, or bump the palina.

Can only use underhand throws.

Pointers: For practice other balls can be used.

Court can be outlined using spray paint, chalk, or flour.

Work on control while rolling the ball.

See the adaptations at the beginning of these lesson ideas.

Set up situations on purpose to demonstrate strategy.

Practice turn taking.