

LESSON PLAN OBJECTIVES

- A. **PHYSICAL** develop manipulative movement abilities, hand-eye coordination and precision through a range of ball rolling actions
- B. **PSYCHOLOGICAL** draw confidence and motivation from movement experiences in object manipulation contexts, perceive motor environments as enjoyable and fun
- C. **SOCIAL** encourage teamwork, communication and nurture trusting relationships leading to more efficient performance
- D. **COGNITIVE** develop understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, effective problem solving and focus

**AGE GROUP:** 7-10

**EQUIPMENT:** Balls of various sizes and pressures (tennis balls, sponge balls, inflatable balls), hoops, skittles, cones, marking caps, delineation tape

**DIFFICULTY:** ● ○ ○

DETAILED DESCRIPTION OF ACTIVITIES

The Most Accurate Roll

Hoops are set up on a delineated playing area at a three-meter distance from the throwing line. Pupils, grouped in teams, try to roll as many tennis balls as possible into the hoops. If successful, one picks up the targeted hoop and brings it next to his/her team side thus reducing the number of available hoops on the playing area. If unsuccessful, balls should be immediately retrieved. The group with the highest number of collected hoops at the end of the game wins.

Ask pupils whether they liked the game and if they were satisfied with their rolling accuracy. Did they find a way to successfully roll the ball into the hoop (alternating arm/leg, underarm roll, posture).

**Game variations:**

1- to make the activity easier or more complex and match pupils' abilities, decrease or increase targeting distance and ball sizes; 2- additionally, vary point and time challenges according to ability.

**Duration:** 10 min

**Safety advice:**

1- ensure a hazard-free playing area; 2- always stay a safe distance away while waiting your turn; 3- ensure the ball is rolled on the ground rather than thrown.

The Longest Snake

Pupils are grouped into four teams each having a big ball (snake's head) and four smaller balls (snake's body). At the given mark, all first throwers in a separate lane each roll the big ball i.e. the snake's head followed by 4 smaller tennis balls (snake's body) with the goal of placing each of the four balls behind the previous one. The team to form the longest snake wins (measured in a straight line from head to tail).

Ask pupils whether they've discovered new ways of ball manipulation leading to more controlled and accurate rolling and collaborated to devise a plan on how to create the longest snake. Was their plan successful?

**Game variations:**

1- to make the game easier or more complex, vary dimensions and lane lengths, minimum distances from starting line to landing point, ball sizes and type of surfaces.

**Duration:** 15 min

**Safety advice:**

1- ensure a spacious playing area with multiple lanes; 2- always stay a safe distance away while waiting your turn; 3- pupils should always be aware of peers and objects around them; 4- for safety reasons, all balls are only retrievable at the teacher's all clear signal. Entering the playing area prior to that is not allowed.

Topple the Skittles

Pupils are grouped into teams and positioned at opposite playing sides. Parallel lanes separated by markings are then delineated and skittles placed on each lane, 2 meters in front of each player. At a given mark, pupils roll the tennis ball from the throwing line in an attempt to topple the opponent skittle on the other end. Once rolled, balls cannot be retrieved from the playing area. The first team to knock down all the opponents' skittles is considered the winner of the challenge.

Ask pupils whether they liked the game and if they were satisfied with their rolling accuracy. Did they enforce some successful strategies while trying to knock down the opponent's skittle and work together to get the best possible result? Have emotions affected execution? How? Could the game be changed in any way? Let pupils propose game modifications.

**Game variations:**

1- to make the activity easier or more complex and match pupils' abilities, decrease or increase targeting distance, ball sizes, skittle sizes and separation, number of skittles per lane, size of playing area; 2- additionally, vary point and time challenges according to ability.

**Duration:** 10 min

**Safety advice:**

1- ensure a spacious playing area with multiple lanes; 2- make available multiple working stations with sufficient space between them; 3- when on the course, maintain safety distance from other pupils yet be aware of object and peers' positions and movements; 4- ensure the ball is rolled on the ground rather than thrown.

LESSON PLAN OBJECTIVES

**A. PHYSICAL** develop manipulative movement abilities, hand-eye coordination and precision, enhance targeting, placement and ball control through a range of dynamic actions

**B. PSYCHOLOGICAL** draw confidence and motivation from movement experiences in object manipulation contexts, perceive motor environments as satisfactory, enjoyable and fun, enhance participation in play and willingness to participate and persist in PA

**C. SOCIAL** encourage teamwork and communication, build relationships and positive social interactions with peers, work cooperatively recognizing others' contributions, diverse opinions, perspectives and experiences

**D. COGNITIVE** develop understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, decision-making under pressure and effective problem solving, develop adaptability

AGE GROUP: 10-14

EQUIPMENT: Balls of various sizes and pressures, buckets, hoops, boxes, cones, gymnastic crate modules, flat marking strips, delineation

DIFFICULTY: ● ● ○

DETAILED DESCRIPTION OF ACTIVITIES

Aiming for the Buckets

Place buckets and hoops on a delineated playing area. Group pupils in trios and determine distances according to pupils' ability. The objective of the game is to aim for the bucket (3 points) or hoop (1 point) by throwing the ball thus collecting more points than the opposing teams. After 5 attempts, players change roles.

Ask pupils what they did well/less well during the game and what they believe could've made their performance better. Were they satisfied with accuracy and shot placement? Which strategy was used to get the most points. Did they experience some emotions during the game? Which one?

Game variations:

1- to make the game easier, allow pupils to send the ball on the opposing side with an underarm roll (palm facing up); 2- to make the game more complex, increase number of attempts; 3- to make the activity easier or more complex, decrease or increase targeting distance, number of buckets and hoops per court, number of attempts, ball sizes and their pressure; 4- additionally, vary point and time challenges according to ability.

Duration: 15 min

Safety advice:

1- ensure a spacious playing area; 2- make available multiple working stations with sufficient spacing between them; 3- always check the playing surface for hazards; 4- maintain safety distance from peers; 5- select appropriate balls to match pupils' abilities; 6- all balls are only retrievable at the teacher's all clear signal.

Target the Boxes

After setting up the playing area with 3 boxes positioned at different distances and angles from the starting line, assign two players per working station and allocate three softballs to each. To score points, players should place their softballs into boxes (by rolling, tossing or kicking the prop) targeting the furthest one first (placed centrally), then trying to aim for the one on the right (slightly closer) and finally pointing at the closest one on the left. 1 point is awarded for the central shot, 3 for the one on the right and 5 for the one on the left. The game continues until 20 points have been scored or to pre-determined points set by the teacher before the game starts.

Ask pupils were they satisfied with their performance or was there something they could've changed? During play, did they adapt their throwing technique? Adjust direction and force for each attempt? Positioned differently when throwing diagonally? To increase enjoyment, let pupils propose new ideas and variations of further game progressions.

Game variations:

1- to make the activity easier or more complex, modify tossing distance and target angles, size of boxes and softball size; 2- additionally, vary point and time challenges according to ability and age.

Duration: 15 min

Safety advice:

1- ensure spacious working stations and sufficient width between them; 2- with multiple groups, have pupils throw away from one another; 3- assure adequate spacing to position when propelling objects; 4- take time to position; 5- launch of ball at the teacher's signal only; 6- always be aware of object and peers' positions and movements; 6- balls are only retrievable at the teacher's all clear signal.

Four Balls

After having delineated multiple rectangular playing areas, place one gymnastic crate module per sector. Group pupils in fours and determine distances of the throwing lines according to their abilities. Allocate 4 balls to each group (lightweight ball - mini, tennis ball - small, sponge ball - medium, basketball - large). The objective of the game is to aim for the crate and throw as many balls as possible into the target, i.e. throw all the balls into the crate. Throwing attempts are made by a single player with all available balls, tossing one ball after the other, at the teacher's mark. After reaching the 4 throwing attempts, players change roles and positions.

Ask pupils whether they liked the game, what they did well/less well, and was there something that could've made their performance better? Did emotions affect their execution? How? What was their favorite throw? And the easiest one? How did they throw the larger balls? And the smaller ones: did they use different grips? Let pupils propose new ideas and variations of further game progressions.

Game variations:

1- to make the activity easier or more complex, modify tossing distance, size of target and ball size; 2- additionally, vary point and time challenges according to ability and age.

Duration: 15 min

Safety advice:

1- ensure spacious working stations and sufficient width between them; 2- assure safe spacing between groups and pupils within; 3- take time to position; 4- launch of ball at the teacher's signal only; 5- always be aware of object and peers' positions and movements; 6- all balls are only retrievable at the teacher's all clear signal.

## LESSON PLAN OBJECTIVES

**A. PHYSICAL** develop manipulative movement abilities, hand-eye coordination and precision through a range of dynamic object propelling actions

**B. PSYCHOLOGICAL** draw confidence and motivation from movement experiences in object manipulation contexts, perceive motor environments as enjoyable and fun, boost emotion elicitation using movement

**C. SOCIAL** encourage teamwork and communication, build relationships and positive social interactions with peers, work cooperatively

**D. COGNITIVE** develop the understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, effective problem solving and focus

**AGE GROUP:** 9-12

**EQUIPMENT:** Balls of various sizes and pressures (mini lightweight balls, tennis balls, sponge balls, large balls), balloon racks, balloons, cones, delineation and marking caps

**DIFFICULTY:** ● ● ●

## DETAILED DESCRIPTION OF ACTIVITIES

## Hit the Big Ball

Place a large ball in the center of a 3-to-4-meter square. Delineate multiple parallel squares (one ball per area). Two equally sized groups of pupils stand at the base line with two tennis balls in their hands ready to hit the big target ball simultaneously, each in their area, working in parallel and in the same direction. On a mark, for 3 straight minutes, all pupils start throwing tennis balls at the target ball trying to push it over the finish line. After throwing their own balls, pupils may pick up another ball in their part of the square and again shoot towards the big ball from the base line (for ball retrieval and to discuss tactics allow frequent time-outs). The first group to push the big ball over the finish line is the winner of the game.

Ask pupils what was, in their opinion, the most efficient way to keep the big ball moving (in terms of launch / rolling, throwing, kicking/, launch frequency /more or less frequent/ and trajectory /horizontal, parabolic path/). What type of launch works best? How can you adjust the amount of force you produce when throwing? How can this help your team? Was a plan devised to make

the big ball cross the finish line before the opponents? In which phase was the game most exciting? Let pupils propose new game variations to increase enjoyment.

**Game variations:**

1- to make the game easier, allow rolling and/or kicking movements; 2- instead of winning first attempt, try with scoring points; 3- modify target ball distance, player distance and finish line distance; 4- work in opposition (one team towards the other) rather than in parallel.

**Duration:** 15 min

**Safety advice:**

1- ensure spacious activity areas with sufficient width in between; 2- assure enough space between groups and pupils within; 3- assure adequate spacing for pupils to position when propelling objects; 4- launch of object at teacher's signal only; 5- launch of objects at or in the direction of other players strictly forbidden; 6- always be aware of object and peers' positions and movements; 7- balls retrievable at the teacher's all clear signal only. Entering the playing area prior to that is not allowed.

## Bombarding the Balloons

After setting up the playing area (marking three working stations and placing a rack with seven balloons two meters from the starting line) divide pupils into teams of five and allocate a ball to each player. The objective of the game is to successfully hit all the balloons prior to the opponent teams.

As the throwers gradually hit the balloons, the teacher removes them from the rack. Each thrower has one attempt per round. After all balls have been launched at the balloons, the teacher stops the game letting the players collect their balls for the next round. The team to bombard all balloons first is the winner.

Ask pupils was the challenge demanding and why. In which phase was the game most exciting? What was most enjoyable? Let pupils propose new game variations to increase enjoyment.

**Game variations:**

1- to make the activity easier or more complex, modify target distance, player distance and ball size; 2- additionally, vary point and time challenges according to ability and age.

**Duration:** 15 min

**Safety advice:**

1- make available multiple playing areas; 2- ensure sufficient space between groups and pupils within; 3- to ensure the safe learning and performance of the skill by applying observation and handling techniques; 4- assure adequate spacing for pupils to position when propelling objects; 5- launch of object at teacher's signal only; 6- launch of objects at or in the direction of other players strictly forbidden; 7- always be aware of object and peers' positions and movements; 8- balls retrievable at the teacher's all clear signal only.

## Battleships

Pupils are grouped into teams and positioned at opposite court sides 3 meters from the center line. 10 cones are placed on each side of the playing area. At a given mark, pupils try to hit the opponent's cone with an underarm throw. If successful, they bring the cone to their side of the court. The group with the most cones at the end of the game wins.

Ask pupils what the best way would be to successfully hit the cones (grip, stance -arm/leg-, stop-look-swing, always keep eyes on the target). Also ask whether they've used some strategies when targeting the opponents' cones? Which strategy got them the most points? How did emotions affect execution? What emotions did they feel during the game?

**Game variations:**

1- to make the game easier, allow rolling movements. When adopted, try with palm facing down; 2- to make the activity easier or more complex, decrease or increase shooting distance, number of cones per court, ball sizes and their pressure; 2- additionally, vary point and time challenges according to ability.

**Duration:** 15 min

**Safety advice:**

1- make available multiple spacious courts; 2- select appropriate balls to match pupils' abilities, lessen injuries, enhance maneuverability, reduce arm fatigue and benefit from slow optimum ball speed with minimum bounce; 3- in case of stray balls in the playing area immediately stop the game; 4- all balls and cones are only retrievable at the teacher's all clear signal. For safety reasons, entering the playing area during game time is not allowed.

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- C. SOCIAL** encourage teamwork and communication, build relationships and positive social interactions with peers, work cooperatively
- D. COGNITIVE** develop the understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, effective problem solving and focus

**AGE GROUP:** 7-11

**EQUIPMENT:** Bean bags, tossing buttons, discs of various sizes and colors, delineation

**DIFFICULTY:** ● ○ ○

DETAILED DESCRIPTION OF ACTIVITIES

Target the Square

After setting up the playing area (marking five working stations and delineating 1x1 meter quadrants two meters from the starting line) divide pupils into teams of five, split them (one per working station) and allocate four bean bags to each. At a given mark, pupils throw the bean bags towards the quadrant in front of them attempting to land it within the delineations. For each successful throw the team is awarded one point. The first team to get 21 points is the winner. Throwing modes and positions are completely elective (under arm throw, over arm throw, throwing with both hands, straight forward or sideways throw) and totally depend on pupils' abilities.

Ask pupils which strategies they applied to successfully target the square and how they worked together to get the best result. How can they change their throws to make them go further (e.g. back swing, follow through)? Could the game be changed in any way?

**Game variations:**

1- to make the game easier or more complex, include multiple quadrants with higher value, vary distance and size of quadrants, as well as point and time challenges.

**Duration:** 15 min

**Safety advice:**

1- ensure a spacious playing area; 2- make available multiple working stations; 3- ensure enough tossing space; 4- maintain safe spacing; 5- props retrievable at the teacher's all clear signal only.

Quadrant Commanders

After placing five numerated quadrants in a straight line behind one another, group pupils in pairs and position them at the throwing line. Provide two tossing buttons for each player. At a given mark, pupils should alternatively propel their props into the quadrants (points increase linearly with distance). Each pupil will complete seven frames after which points will be awarded (1st quadrant – 2 points, 2nd quadrant – 4 points, 3rd quadrant – 6 points, 4th quadrant – 8 points, 5th quadrant – 10 points). The winner of the challenge is the team with the highest cumulative score after seven frames.

Was the game challenging? Why? In which phase was the game most exciting? What did you do to manage your emotions (e.g. focused/pointed on the target/not look at other players etc.)? Which variations could you set if you were the teacher?

**Game variations:**

1- to make the game easier or more complex, include multiple quadrants with higher value, vary distance and size of quadrants, as well as point and time challenges.

**Duration:** 15 min

**Safety advice:**

1- make available multiple stations with enough spacing in between; 2- assure adequate spacing for pupils to position when propelling objects; 3- launch of object at teacher's signal only; 4- always be aware of object and peers' positions and movements; 5- props retrievable at the teacher's all clear signal only. For safety reasons, entering the playing area during game time is not allowed.

Tic-Tac-Toe

Create a three-by-three grid with nine open spaces per playing zone. Assign two players per zone and provide them with enough tossing discs of distinct colors. Players take turns placing their discs on the grid aiming for three in a row (positioned vertically, horizontally or diagonally) while blocking the opponent. The first player to align three props in a row wins; if no one does, it's a draw, and the game restarts with an empty grid.

What emotions did pupils feel during the game? Did they affect execution? How? Were they satisfied with prop manipulation, throwing accuracy and distance control?

**Game variations:**

1- to make the game easier or more complex, vary distance and number of tossing spaces as well as grid size.

**Duration:** 15 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- assure adequate spacing for pupils to position when propelling objects; 4- launch of object at teacher's signal only; 5- props, retrievable at the teacher's all clear signal only, are gathered but not thrown back.

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AGE GROUP: 11-14

EQUIPMENT: Discs and tossing rings of various sizes and colors, flat marking strips

DIFFICULTY: ●●○

## Flat Bocce

After setting up the playing area (marking five working stations and delineating 2x6 meter sections with a clearly established starting line) divide pupils into teams of two and allocate a set of four flat bocce distinct in color or design to each team. Start the game by throwing the jack at least 3 meters away from the starting line and within the defined court boundaries (if repositioned by the impact of other props during the game, distance should be measured towards the "new" placement of the target). After each team has thrown their flat bocce once, the player whose prop is furthest from the target takes the next turn until all of them are placed (only one thrower per frame). The ultimate goal is to cover the jack completely for an instant win, or to be closest to it to score points. One point is awarded for every prop closer to the jack than the opponents, however additional points may also be earned: 2 points for overlapping 1/3 of the prop, 4 points for crossing 2/3 of the prop, 6 points for covering the opponent's prop, making it an instant win with no rebuttal. Each game consists of six frames. The team with the highest cumulative score after six frames wins. If a tie occurs, a tiebreaker frame is played.

What emotions did pupils feel during the game? Did they affect execution? How? Were they satisfied with prop manipulation, throwing accuracy and distance control? Has the jack's placement modification led to changing play strategy? How? Encourage pupils to place the jack creatively and play with obstacles on the court as part of the challenge.

**Game variations:**

1- to make the game easier or more complex and match pupils' abilities, decrease or increase targeting distance, prop sizes and heftiness.

**Duration:** 30 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- assure adequate spacing for pupils to position when propelling objects; 4- launch of object at teacher's signal only; 5- props, retrievable at the teacher's all clear signal only, are gathered but not thrown back.

DETAILED DESCRIPTION OF ACTIVITIES

## The Disc Golf Game

After choosing spacious playing areas, divide pupils into teams of four and allocate one target ring and four tossing discs to each group. Pupils first throw the target ring to set the challenge and then the discs with the aim of landing inside the ring or in different zones in the least number of throws.

Ask pupils to create rules when the tossing disc lands in a particular zone on the ring. The group should first explore different ideas and then cooperatively select the one agreed upon by all members of the team. Have pupils discovered new ways of prop manipulation leading to more precision and placement? How did they work together to get the best result?

**Game variations:**

1- to make the game easier or more complex and match pupils' abilities, vary targeting distance, prop sizes and heftiness, as well as point and time challenges.

**Duration:** 15 min

**Safety advice:**

1- ensure a spacious playing area with enough tossing space; 2- assure adequate spacing for pupils to position when propelling objects; 3- retrieved props are gathered but not thrown back.

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- C. SOCIAL** encourage teamwork and communication, build relationships and positive social interactions with peers, work cooperatively
- D. COGNITIVE** develop the understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, effective problem solving and focus

**AGE GROUP:** 10-12

**EQUIPMENT:** Balls of various sizes and pressures (mini lightweight balls, tennis balls, sponge balls, large balls), bocce boules, targets, cones, buckets, bottles, containers, delineation and flat markings

**DIFFICULTY:** ●●○

DETAILED DESCRIPTION OF ACTIVITIES

Corner Boules

Mark a 4x4 meter square, divide pupils into teams of two and distribute two sets of four tennis balls distinct in color or design to the teams (the game is played in groups of four). Randomly position the jack in the playing area. Two players work together to out-score opponents by accurately placing balls close to the target and displacing opponents' balls to deny access to the target. Each player in turn rolls or throws one ball at the time towards the target until all players have had 2 turns. Points are awarded after each round based on the 4 boules that finish closest to the target (4-3-2-1 points depending on position). The winner is the team with the highest cumulative score after four rounds.

Ask pupils how they can work cooperatively to restrict the opponent's scoring opportunities? What to do if the opponent's ball is closer to the target? How can teammates get the most balls next to the target? Is it better to roll a ball short of the target or past the target? If pointing accuracy improved from round to round, ask pupils which changes were made technique-wise (smoother

underhand release, adjusted directional control and force based on previous attempts, pointing at the target). Who could play this game with you at home? If played outside, ask players to discuss the outdoor environment and how it makes them feel. Let pupils propose new ideas for game progressions.

**Game variations:**

1- to make the activity easier allow players to roll from anywhere on the square; 2- to make the activity more complex, vary type of boules used (boccia, volo, pétanque), starting position of the target, distance of the line from the target (when players roll from the same position), area of the square; 3- additionally, change scoring system (only the ball closest to the target scores, or all 8 balls score: 8-7-6-5-4-3-2-1, or create a circle around the target where balls have different values depending on where they land.

**Duration:** 15 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils launch away from one another; 3- assure adequate spacing for pupils to position when propelling objects; 4- ensure balls are rolled on the ground rather than thrown; 5- props are not retrieved until all have been propelled; 6- props, retrievable at the teacher's all clear signal only, are gathered but not thrown back.

Rolli

Place a large ball in the center of an 8-to-10-meter rectangle. Two equally sized groups of pupils are lined up at the base line with four boules in their hands ready to hit the big target ball simultaneously, each in their area, working in parallel and in the same direction. On a mark, for 3 straight minutes, all pupils start rolling their boules at the target ball trying to push it over the finish line. After rolling their own bocce, pupils may pick up another boule in their part of the playing area and again aim for the big ball (for ball retrieval and to discuss tactics allow frequent time-outs). The first group to push the big ball over the finish line wins the challenge.

Ask pupils what was, in their opinion, the most efficient way to keep the big ball moving (in terms of launch mode, frequency and trajectory). Is a constant barrage of balls more efficient than a sporadic one? Was a plan devised to make the big ball cross the finish line before the opponents? In which phase was the game most exciting? Why? How could the game be changed to increase enjoyment?

**Game variations:**

1- instead of winning first attempt, try with scoring points: one point can be awarded to the team that has pushed the target the furthest (4 attempts per player, 5 rounds). The team with the highest sum of scores is the winner of the challenge; 2- try with a time constrained play and one bocce boule per team. Once launched, the boule is immediately retrieved and handed over for the next shot; 3- work in opposition (one team towards the other) rather than in parallel; 4- when in opposition, award a point to the team that has pushed the target the furthest into the opponent's space; 5- modify target ball distance, player distance and finish line distance.

**Duration:** 20 min

**Safety advice:**

1- ensure a spacious activity area; 2- assure enough space between groups and pupils within; 3- assure adequate spacing for pupils to position when propelling objects; 4- launch of object at teacher's signal only; 5- launch of objects at or in the direction of other players strictly forbidden; 6- always be aware of object and peers' positions and movements; 7- balls retrievable at the teacher's all clear signal only. Entering the playing area prior to that is not allowed.

Hit the Target

After setting up multiple targets (7 per section) at different distances from the baseline, group pupils into teams of four and provide eight bocce boules of distinct color and design to each team. After having rolled or thrown the boule, points may be scored depending on the targeted area. The targets on the outer, more distant zone are worth 5 points, those in middle zone 3 points while the nearest ones 1 point. A bonus point is awarded if a ball lands inside a target. Rounds are played until 13 points are reached. The winning team is decided by who won by the combined scores from two rounds.

Ask pupils what type of throw to knock down targets worked best for them. How can they control the direction and distance the boule goes? Did they choose low-scoring or high-scoring targets? Will they change targets next time? How about landing the boule in the target? Did they find a way to do it? How can they work cooperatively to maximize their score? If they were not successful at first with the activity, how did they persist?

**Game variations:**

1- to make the activity easier or more complex and cater for varying ability levels, vary method of delivery, type (boccia, volo, pétanque), size and heftiness of boules,

arrangement of targets, target type, size and distance from the throwing line, playing area size; 2- arrangement modifications: remove from the playing area the targets that have been knocked over instead of stopping play to re-position them; 3- scoring modifications: the smaller the target the higher the score (jack - 5 points, can - 2 points, bottle - 1 point); - after setting a target score, the team with the smallest number of throws or the most points in a set time (e.g. 45 seconds) wins.

**Duration:** 15 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- in any variation where players face one another, a playing order should be established and a clear signal given to retrieve balls; 4- alternatively, use a line-up configuration and have all players throw in the same direction; 5- assure adequate spacing for pupils to position when propelling objects; 6- boules should be rolled on the ground and thrown below waist height; 7- overly vigorous throws are not permitted; 8- props are gathered but not thrown back; 9- boules are retrieved only when play stops and the 'return balls' signal is given.

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**B. PSYCHOLOGICAL** draw confidence and motivation from movement experiences in object manipulation contexts, perceive motor environments as enjoyable and fun, boost emotion elicitation using movement

**C. SOCIAL** encourage teamwork and communication, build relationships and positive social interactions with peers, work cooperatively

**D. COGNITIVE** develop the understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking and develop strategy in relation to scoring zones, develop adaptability, effective problem solving and focus

AGE GROUP: 12-14

EQUIPMENT: Bocce boules, targets, paper, tape, rope, flat markings

DIFFICULTY: ●●○

DETAILED DESCRIPTION OF ACTIVITIES

## Jackmate

Create a circle with a 50-70 cm diameter using rope, ribbon or flat markings and place it on the playing ground. Insert a paper-made square within the circle area and secure it with tape. Position the jack at the center of the section. Divide pupils into teams of two and allocate a set of four flat bocce distinct in color or design to each player in the team. The object of the game is to roll or throw a bocce ball to the target area aiming to score maximum points. Points are scored depending on where the bocce ball stops in the target area. The outer zone (circle) is worth 1 point, the middle zone (square) 3 points while hitting the jack brings 5 points. Rounds are played until 20 points are reached. The player's position and distance from the target area will depend on their age and space available, however it is recommended to set the throw line 3 meters from the target.

Ask pupils whether their score improved from round to round. If so, which changes were made in their pointing and throwing technique (adjusted direction and force based on previous attempts, swung the arm in the direction of the target to end up pointing at the target after releasing the bocce ball)? If their bocce ball did not hit the target, what could be changed? Also, what could be done if their throw is making the distance but not hitting the center of the target (e.g. change starting point, aim/target line, release point)? What changes can you make if the ball goes too far/too short? Have rolling/throwing tips been given to one's teammate to improve accuracy and control? Who could play this game with you at home? If played outside, ask players to discuss the outdoor environment and how it makes them feel.

**Game variations:**

1- to make the activity easier or more complex and accommodate different player abilities, decrease or increase targeting distance, target sizes (making the jack bigger makes the activity easier), number of attempts, bocce balls sizes and heftiness (boccia, volo, pétanque); 3- additionally, introduce a mini square as pointing area to increase complexity.

Duration: 25 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- assure adequate spacing for pupils to position when propelling objects; 4- launch of object at teacher's signal only; 5- props, retrievable at the teacher's all clear signal only, are gathered but not thrown back; 6- pupils do not retrieve bocce balls until the round is finished.

## Tangram

Create a rectangle by taping four newspaper sheets on the playing area. Overlay it with a rhomboid shaped area (preferably colored) and secure it with tape. Within this shape it will therefore be possible to identify 1 large rectangle, 1 rhombus, 4 small rectangles, 2 isosceles triangles, 4 rectangular triangles. The object of the game is to target a bocce boule towards a geometric shape which corresponds to a specific number of points contestants can gain (large rectangle – 2 points, rhombus – 4 points, small rectangle – 4 points, isosceles triangle – 6 points rectangular triangle – 8 points). Rounds are played until 20 points are reached. The player's position and distance from the target area will depend on their age and space available, however it is recommended to set the throw line 3 meters from the target.

Ask pupils if the game was challenging. Why? Has geometry made the activity more interesting? Are different skills needed for this game? Which ones? Has the game forced pupils to think strategically? How? How does decreasing the playing area change the play? And introducing new geometric shapes? Who could play this game with you at home? If played outside, ask players to discuss the outdoor environment and how it makes them feel.

**Game variations:**

1- to make the activity easier or more complex and accommodate different player abilities, decrease or increase centering distance, number of geometrical shapes and their corresponding sizes, bocce balls sizes and heftiness (boccia, volo, pétanque); 2- to further increase complexity, introduce new geometrical shapes; 3- implement both pointing and breaking through to center the shape; 4- additionally, vary number of attempts, rounds and scoring system.

Duration: 20 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- in any variation where players face one another, a playing order should be established and a clear signal given to retrieve balls; 4- assure adequate spacing for pupils to position when propelling objects; 5- launch of object at teacher's signal only; 6- boules should be rolled on the ground and thrown below waist height; 7- overly vigorous throws are not permitted; 8- props are gathered but not thrown back; 9- boules are retrieved only when play stops and the 'return balls' signal is given.

**LESSON PLAN OBJECTIVES**

- A. PHYSICAL** develop manipulative movement abilities, hand-eye coordination and precision, enhance bocce maneuvering, control and shot placement through a range of dynamic object propelling actions
- B. PSYCHOLOGICAL** draw confidence and motivation from movement experiences in targeting contexts, perceive motor environments as enjoyable and fun, boost emotion elicitation using movement, enhance participation in play and willingness to participate and persist in PA
- C. SOCIAL** encourage teamwork, communication and nurture trusting relationships leading to more efficient performance, build positive social interactions, work cooperatively recognizing others' contributions, diverse opinions, perspectives and experiences
- D. COGNITIVE** develop the understanding and knowledge of foundational movement patterns, boost movement memory, anticipation, enhance strategic thinking and strategy in relation to scoring zones, develop decision-making under pressure, effective problem solving, adaptability and focus

**AGE GROUP:** 12-14

**EQUIPMENT:** Bocce boules, large balls, jack, flat markings, delineation

**DIFFICULTY:** ●●●

**DETAILED DESCRIPTION OF ACTIVITIES**

**Breaking Through**

Two parallel lines 10 meters apart are marked on the playing area and pupils, grouped into teams of two, positioned at the baseline. Bocce boules are distributed to all the players. After having tossed the jack, the first player rolls a boule underarm with palm facing down towards the distant line. If the boule passes beyond the line, the other player scores a point. After the correct roll which stops before the line, the second player points or breaks through the first player's boule trying to move it out of a scoring position. Players then alternate turns, each aiming to hit the other player's boule. A point is scored for each hit. All players then collect their boules, and the game starts from the other end. The first team to reach 11 points is the winner.

The further the first player rolls the boule, the harder it is for the second player to hit it, but if it goes over the line a point is lost. Ask pupils what strategy they will use and why. What type of throw works best? A long or a short one? What do they need to do to score the most points? How will pupils communicate within their team before or after the hit when implementing their strategy? Are emotions affecting their execution? What could be done to manage emotions if they are struggling during the activity (e.g. positive self-talk)? If played outside, ask players to discuss the outdoor environment and how it makes them feel.

**Game variations:**

1- to make the activity easier or more complex, vary types of boules (boccia, volo, pétanque), size and heftiness (a bigger prop may be easier to hit but harder to point); 2- shorten or prolong distance of the target line; 3- additionally, introduce a point at the circle variation (diameter of circle 1-2 meters with 3 balls placed within). The first player rolls or throws a boule attempting to knock one or more out of the circle. Play alternates between players and teams. If one or more boules are knocked out, they are replaced before the next player's turn. After a set number of attempts (e.g. 10), the team with the highest total number of knocked boules is the winner. Multiple ends (e.g. 20) can be played.

**Duration:** 15 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- in any variation where players face one another, a playing order should be established and a clear signal given to retrieve balls. Explain these procedures before play starts; 4- assure adequate spacing for pupils to position when propelling objects; 5- launch of object at teacher's signal only; 6- boules should be thrown below waist height; 7- overly vigorous throws are not permitted; 8- props are gathered but not thrown back; 9- boules are retrieved only when play stops and the 'return balls' signal is given.

**Just in Time**

Delineate multiple 3-to-4-meter sections. Align rollers on the width and throwers on the length of each rectangle. Allot one target ball and ten boules per section. At a given mark, a large ball is rolled past a line of players who try to hit it with their bocce boules as it goes past. The player designated as the roller rolls the ball in front of the other players while another player at the other end stops the ball, then returns it to the 'roller' after dispersed balls are gathered. As per scoring, not counting hits is an option. Another option is to set players a challenge aiming to score a personal best.

Ask pupils whether their pointing accuracy improved from round to round. If so, which changes were made technique-wise (smoother underhand release, adjusted directional control and force based on previous attempts, pointing at the target, anticipation). If their boules did not hit the target, what could be changed? Also, what could be done if the launched boule passed next to the target? Arrived too soon or too late?

What did you most enjoy when playing this game? To increase enjoyment, let pupils propose new game progressions.

**Game variations:**

1- modify the activity to suit players with varying abilities (by choosing a suitable sized target, rolling speed and targeting distance all players can be accommodated); 2- vary size and type of targets (pilates ball, weighted ball) and balls used for launching (tennis balls, boccia, volo, pétanque); 3- vary the speed the ball is rolled; 4- vary the distance from the line of the rolled ball; 5- vary the type of throw. Players may roll (point) or throw (break through) their balls to hit a moving target exclusively palm facing down; 6- to make the game more complex, roll more than one target ball; 7- additionally, include a bouncing movement before hitting the target to increase complexity.

**Duration:** 20 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- assure adequate spacing for pupils to position when propelling objects; 4- props are not retrieved until all boules have been thrown; 5- a signal is given to let the players know it is safe to gather the thrown balls and return to the starting line; 6- boules are gathered but not thrown back.

**Bocce Math**

Create a three-by-three grid with nine open spaces per playing zone (from left to right by rows 1-2-1, 4-8-6, 1-2-1). Assign two players per zone and provide them with two bocce boules of distinct colors. Players take turns placing two consecutive boules on the grid aiming to score a total of 8. After the first throw, the number obtained should be memorized while before taking the second throw an operation between multiplication and equation should be solved. To win the game, with the second throw the player should aim for the space that added or multiplied to the first number equals 8. The win is reached after a best-of-three match.

Ask pupils was the game challenging? Why? Has mathematics made the activity more interesting? Are different skills needed for this game? Which ones? Has the game forced pupils to think strategically? What can be learnt from their performance to determine their next strategy? If they were not successful at first, how did they persist with this task? Let pupils set new challenges as if they were the teacher.

**Game variations:**

1- to make the activity easier or more complex, vary style (pointing, breaking through, combine both), type of boules (boccia, volo, pétanque), size and heftiness; 2- shorten or prolong grid distance from the target line; 3- increase or decrease size and number of grid spaces, number of attempts and best-of matches; 4- to further increase difficulty levels, include subtraction and division operations.

**Duration:** 25 min

**Safety advice:**

1- ensure spacious activity areas with enough spacing in between; 2- with multiple groups, have pupils throw away from one another; 3- in any variation where players face one another, a playing order should be established and a clear signal given to retrieve balls. Explain these procedures before play starts; 4- assure adequate spacing for pupils to position when propelling objects; 5- launch of object at teacher's signal only; 6- boules should be thrown below waist height; 7- overly vigorous throws are not permitted; 8- props are gathered but not thrown back; 9- boules are retrieved only when play stops and the 'return balls' signal is given.