

Lesson Objective To develop rolling a ball with control in Boccia **Lesson 1/6**

Equipment Needed Boccia balls, bean bags, hoops, cones, flat markers.

Success Criteria Children can:

- Roll the ball in a straight line from a seated/kneeling position
- Stop a gently rolled ball using two hands
- Experiment with force (soft vs strong rolls)

EDSTART KNOW

- I can explain why aiming carefully helps accuracy
- I can describe how rolling differs from throwing
- I can explain how follow-through affects direction

EDSTART GO

- I can roll a ball smoothly towards a target
- I can practise controlling how far the ball rolls
- I can keep my arm moving straight

EDSTART SHOW

- I can take turns fairly with my partner
- I can encourage others when they roll
- I can celebrate effort, not just success

Key Questions How do we make the ball travel in a straight line?
Keep your arm close to your body and follow through towards the target.

Warm Up Target Dash:
Pupils collect cones/markers and roll them to a safe zone; encourages rolling actions.

Main Activity Skill Development:
Demonstrate underarm rolling: start low, arm straight, eyes on target. Pupils practise rolling to nearby cones with smooth release. Add challenge: vary power to control short vs long rolls.

Main Activity:

1. **Roll Into Hoops:** Place 3-4 hoops at 3m, 4m, 5m. Pupils roll balls underarm into hoops. Rotate after 3-4 attempts. Progression: shrink hoop size or increase distance.
2. **Knockdown Cones:** Set up 10 cones in a triangle (like skittles). Pupils roll 3 balls, counting how many they knock over. Swap roles (roller/scorekeeper). Progression: fewer cones or longer distance.
3. **Closest to Jack:** Place jack 4m away. Pupils alternate rolls like a mini game. Closest to jack wins a point. Progression: add scoring zones (e.g., 2pts within 50cm, 1pt within 1m).

Adapted Learning (Differentiation) (Challenge)

SPACE

Targets nearer/further, wider/narrower.

TASK

Start simple, progress to accuracy challenges.

EQUIPMENT

Use bean bags for support, smaller hoops for challenge.

PEOPLE

Pair for feedback; rotate in small groups.

Cooldown / Plenary Partner rolls slowly with control. Arm and shoulder stretches. Reflection: "One perfect roll".

Key Technical Points

- Keep body low and eyes on target
- Roll smoothly with straight arm
- Follow through towards the target

Lesson Objective To introduce throwing a ball in Boccia

Lesson 2/6

Equipment Needed Boccia balls, bean bags, small balls, large ball, hoops, flat markers.

Success Criteria Children can:

- Attempt a basic underarm throw towards a partner or target
- Experiment with using one hand vs two hands when throwing
- Recognise the importance of aiming in the right direction rather than just throwing with power

EDSTART KNOW

- I can explain the difference between rolling and throwing
- I can describe when to use more power
- I can explain how to aim when throwing

EDSTART GO

- I can throw underarm towards a target
- I can control power for accuracy
- I can practise repeat throws

EDSTART SHOW

- I can share equipment fairly
- I can respect turns
- I can encourage others

Key Questions How is throwing different to rolling?
Throwing uses more power and often a higher release.

Warm Up Hoop Islands:
Throw bean bags into hoops at different distances.

Main Activity Skill Development:
Demonstrate underarm throw. Pupils practise short throws, then longer throws. Focus on accuracy before power.

Main Activity:

1. **Target Throws:** Use hoops as targets 4–6m away. Pupils throw underarm into hoops. Score points per hit.
Progression: smaller hoops, longer distance.
2. **Cone Knockout:** Line up 8–10 cones. Pupils throw 3 balls each round to knock as many as possible.
Progression: stand further back or remove larger cones.
3. **Jack Challenge:** Place a jack at 5m. Pupils throw 3 balls, score 2pts if within 1m, 1pt if within 2m.
Progression: add an opponent's ball to "beat".

Adapted Learning (Differentiation) (Challenge)

SPACE

Start with closer targets (2–3m); gradually extend to 5–6m; adjust throwing lanes wider or narrower.

TASK

Begin with underarm throws into large targets; progress to cone knockdowns and jack challenges.

EQUIPMENT

Large hoops/targets for beginners; smaller hoops or cones for challenge; bean bags for grip support.

PEOPLE

Pair weaker throwers with stronger for modelling; rotate roles (thrower, scorer, feeder); small group relays.

Cooldown / Plenary Slow throws, gentle stretches. Reflection: "What helped you throw accurately?"

Key Technical Points

- Step forward for power
- Release smoothly underarm
- Eyes stay on target

Lesson Objective To introduce simple games in Boccia

Lesson 3/6

Equipment Needed Boccia balls, bean bags, small balls, large ball, hoops, flat markers.

Success Criteria Children can:

- Take turns rolling or throwing with a partner or small group
- Listen and respond to a teammate's signal (e.g., "ready," "go")
- Begin to celebrate each other's success and show encouragement

EDSTART KNOW

- I can explain the rules of Boccia
- I can describe how to score
- I can explain simple tactics

EDSTART GO

- I can roll/throw the ball towards the jack
- I can choose how much power to use
- I can apply tactics in a game

EDSTART SHOW

- I can work with teammates
- I can respect opponents
- I can celebrate fair play

Key Questions How do we score in Boccia?
The closest ball to the jack scores.

Warm Up Jack Explorer:
In 2's, children roll/throw towards a moving jack that is thrown by their partner.

Main Activity Skill Development:
Children practise aiming at the jack at various distances. Add competition: try to beat partner's roll.

Main Activity:

1. **Closest to Jack:** Pupils play 1v1, each rolling 3 balls to finish closer to jack. Focus is on control, accuracy, and judging distance. Progression: introduce scoring zones.
2. **Team Challenge:** 2v2/3v3 games, alternating rolls. Score after all balls thrown. Teams add up the scores after all balls have been thrown. Encourage teamwork, sharing tactics, and planning who should roll when.
3. **Tactical Play:** Add new rules to make the game more strategic (obstacles, hoops, distance etc.) Pupils can knock an opponent's ball away or roll to block the jack.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use shorter courts/lane areas for beginners; extend for advanced groups; mark smaller scoring zones for challenge.

TASK

Start with "closest to jack" 1v1; progress to small team games with tactical challenges (block/knock).

EQUIPMENT

Bean bags or soft balls for beginners; standard Boccia balls for challenge; larger jack for easier aiming.

PEOPLE

Mixed-ability teams; assign rotating "captains" to call tactics; encourage cooperative roles (roller, measurer, scorer).

Cooldown / Plenary Target Toss Chill:
Place hoops or small cones at different distances. Pupils gently roll or underarm toss their ball into the targets, aiming for smooth control rather than power.

Key Technical Points

- Aim before rolling/throwing
- Use smooth, controlled action
- Think tactically

Lesson Objective To introduce how to react to sound cues in Goalball

Lesson 4/6

Equipment Needed Goalballs (or balls with bells), blindfolds (optional), cones.

Success Criteria Children can:

- Respond when they hear a clap/whistle/voice instruction
- Track and stop a ball with a bell inside
- Begin to use listening skills in movement challenges

EDSTART KNOW

- I can explain why listening is important in Goalball
- I can describe how defenders use sound to react
- I can explain what cues help me know where the ball is

EDSTART GO

- I can move towards the sound of the ball
- I can drop to block using my body
- I can cover more space by stretching wide

EDSTART SHOW

- I can respect my teammates' turns
- I can encourage others
- I can celebrate effort

Key Questions

Why do we need sound cues in Goalball?
Because vision is limited and we must listen for the ball.

Warm Up

Sound Chase:
Children move around following the sound of a ball rolled by the teacher. Start with eye closed and slowly get children focusing on the sound of the ball.

Main Activity

Skill Development:
Demonstrate blocking using sound cues. Pupils practise moving towards rolling sounds. Add challenge: block blindfolded or eyes closed.

Main Activity:

1. **Sound React:** Pupils are spread out in pairs or small groups, blindfolded or eyes closed, with a partner/teacher rolling the ball towards them. The teacher calls a cue (clap, shout, whistle) as the ball is rolled. Pupils must react quickly to the sound, move into position, and block the ball with hands or body.
2. **Block Relay:** Mark out several "lanes" using cones. One team stands at the end of the lane as blockers; the other rolls balls trying to pass them. Blockers must stop as many balls as possible before they cross their line. After a few rolls, teams swap roles.
3. **Attack vs Defence:** Pupils work in pairs. One is the attacker (roller), the other is the defender (blocker). Cones mark out a small area or goal to protect. The roller aims to get the ball past the blocker by rolling accurately. The blocker uses their body to cover the space and stop the ball.

Adapted Learning (Differentiation) (Challenge)

SPACE
Wider defending zones for support; narrower/ more defined lanes for challenge.

TASK
Begin with slow, predictable rolls; progress to faster, angled, or surprise rolls.

EQUIPMENT
Softer/lighter balls for support; full-size Goalball with bells for challenge; optional blindfolds for advanced practice.

PEOPLE
Pair beginners with confident partners; rotate between attacker/ defender roles; use 2 defenders vs 1 attacker for support.

Cooldown / Plenary

Silent Ball Challenge:
Pupils form a circle and sit or kneel. Use a soft ball. Pupils gently roll the ball across the circle to someone else, but they're not allowed to speak. They must rely on eye contact and small hand signals to show who's ready.

Key Technical Points

- Listen carefully
- Drop quickly to block
- Stretch arms and legs wide

Lesson Objective To introduce simple aiming games in Goalball

Lesson 5/6

Equipment Needed Goalballs, cones, mats, floor markers.

Success Criteria Children can:

- Aim a ball towards a cone/hoop
- Adjust their throw by standing nearer/further away
- Celebrate effort and accuracy

EDSTART KNOW

- I can explain why aiming helps score
- I can describe how to throw low
- I can explain when to use more or less power

EDSTART GO

- I can roll the ball into a target area
- I can aim at different goal zones
- I can control my release

EDSTART SHOW

- I can respect turn-taking
- I can encourage others
- I can play fairly

Key Questions Why must we keep the ball low?
Because it's harder to block and keeps to the rules.

Warm Up Target Relay:
Roll towards cones/mats for points.

Main Activity Skill Development:
Demonstrate low underarm throw. Pupils practise rolling into wide target zones. Progress: smaller/more distant zones.

Main Activity:

1. **Target Mats:** Pupils roll the ball towards large mats placed in the goal area. Each hit on a mat scores points – the bigger the mat, the easier the target. Focuses on rolling with control and aiming for accuracy.
2. **Goal Zones:** Divide the goal into 3–4 zones using cones, tape, or markers, teacher calls out a zone, and pupils aim to roll into that space. Helps pupils think about accuracy, direction, and adjusting power.
3. **Mini Aiming Game:** Pupils play in 2v2 teams, taking turns to roll and try to hit a set target in the goal. After each round, roles rotate so everyone gets a chance to attack and defend. Encourages teamwork, aiming under pressure, and reacting to opponents.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger target areas and closer distances for support; smaller zones and longer rolls for challenge.

TASK

Start with aiming at static large mats; progress to scoring in zones, or aiming at moving targets.

EQUIPMENT

Larger cones/mats for beginners; smaller targets for challenge; softer balls for easier control.

PEOPLE

Pair up for support in aiming; create teams for scoring challenges; mix abilities to promote inclusion.

Cooldown / Plenary Zone Stretch Challenge:
Keep the goal divided into 3–4 zones (from the main activity). Pupils gently roll or pass the ball into a zone. Whichever zone they land in tells them which stretch to do (e.g., Zone 1 = touch toes, Zone 2 = arm circles, Zone 3 = side bends, Zone 4 = shoulder rolls).

Key Technical Points

- Point body at target
- Release smoothly
- Keep ball low

Lesson Objective To introduce mini challenges in Goalball

Lesson 6/6

Equipment Needed Goalballs, cones, mats, goals.

Success Criteria Children can:

- Play simple "stop the ball" team games
- Combine rolling, stopping and listening skills in a small group activity
- Begin to understand "playing by the rules"

EDSTART KNOW

- I can explain simple Goalball challenges
- I can describe how to attack and defend
- I can explain how teamwork helps

EDSTART GO

- I can roll, aim, and block in games
- I can adapt my throw for different situations
- I can play fairly in mini matches

EDSTART SHOW

- I can support my team
- I can respect opponents.
- I can celebrate effort

Key Questions How can teamwork help us win?
By communicating and covering different spaces.

Warm Up Challenge Relay:
Split the class into small teams. Create a short relay course with 3 mini-stations:

- **Rolling Task** – gently roll the ball towards a target cone or hoop
- **Blocking Task** – kneel in a lane while a teammate rolls the ball slowly to practise controlled blocking
- **Aiming Task** – roll the ball to stop inside a marked square or circle

Pupils take turns completing all three tasks before tagging the next teammate. Everyone keeps the rolls light and steady.

Main Activity Skill Development:
Practise combining rolling, aiming, and blocking. Add partner challenges: beat each other's roll.

Main Activity:

1. **Target Challenge:** Pupils take turns rolling the ball towards different goals or mats to earn points.
Progression: Make the targets smaller, increase the distance, or add tricky scoring rules (e.g., double points for hitting a certain mat).
2. **Block Challenge:** One team rolls 5 consecutive balls while the other team defends the goal. The defending team scores a bonus point for each successful block.
Progression: Add extra balls, speed up the rolls, or reduce the space defenders can use.
3. **Mini Matches:** Small 3v3 Goalball games where pupils put skills into practice. Add fun rules such as "must make two passes before shooting" or "bonus points for every block."
Progression: Rotate player roles (attacker, defender, goalkeeper) so everyone gets equal experience.

Adapted Learning (Differentiation) (Challenge)

SPACE

Bigger playing areas for support; reduce size or add marked zones for challenge.

TASK

Start with simple block/aim tasks; progress to multi-skill challenges and mini matches with rules.

EQUIPMENT

Softer balls for beginners; standard Goalball for challenge; larger targets for support.

PEOPLE

Rotate players through attack/defence roles; mix ability teams; allow peer coaching for support.

Cooldown / Plenary Goalball Statue:
Pupils spread out in the playing area with one ball. One pupil gently rolls the ball across the space. Whoever the ball passes must quickly drop into a "statue pose" (arms wide, star shape, balance pose, etc.. After freezing, they hold the pose for 5–10 seconds while doing a stretch (e.g., arms above head, touch toes, side bends). Rotate who rolls the ball so everyone gets a turn.

Key Technical Points

- Keep throws low
- React quickly to sounds
- Communicate as a team