



Special Olympics

Planning a Bocce Training & Competition Season



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Goals

Realistic yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation. Please refer to the Principles of Coaching Section for additional information and exercises on goal setting.

Goal Setting

Setting goals is a joint effort involving the athlete and coach. The main features of goal setting include the following.

Structured into short-term, intermediate and long-term

- ♦ Stepping stones to success
- ♦ Must be accepted by the athlete
- ♦ Vary in difficulty - easy attainable to challenging
- ♦ Must be measurable

Long Term Goal

The athlete will acquire basic bocce skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in bocce competitions.

Short Term Objectives

As mentioned before, the setting of short term goals should be athlete driven and athlete focused. Unless you have the athlete's drive, direction and commitment to any goals set, they may not be achieved as they may be your goals and not the athlete's.



Assessing Goals Checklist

1. Write a goal statement.
2. Does the goal sufficiently meet the athlete's needs?
3. Is the goal positively stated? If not, rewrite it.
4. Is the goal under the athlete's control in that it focuses on his/her needs and no one else's?
5. Is the goal an actual goal and not a result?
6. Is the goal important to the athlete so that he/she will want to work toward achieving it (and will have the time and energy to do it)?
7. How will this goal make the athlete's life different?
8. What barriers might the athlete encounter in working toward this goal?
9. What more does the athlete know?
10. What does the athlete need to learn how to do?
11. What risks does the athlete need to take?



Season Planning

As with all sports, the Special Olympics bocce coach develops a coaching philosophy. The coach's philosophy needs to be consistent with the Special Olympics philosophy, which is that quality training and opportunities for fair and equitable competition are guaranteed for each athlete. However, successful coaches include having fun along with acquiring sport-specific skills and knowledge in the program's objectives for the athletes on the team.

Developing a Seasonal Plan

Bocce would be considered a predominantly "non-winter" sport, as it is usually played outdoors. There is no reason, however, if you had the appropriate facilities and the weather allowed it, why bocce could not be played year-round. Once you have established a season when the most influential factor (the weather) is favorable, planning for the season can take place.

Other factors to take into account are:

- ♦ Availability of training venue
- ♦ Maintenance of training venue
- ♦ Transport needs
- ♦ Replacement equipment needed
- ♦ Number of volunteers available

Pre-training Planning

This can take place well before the season starts.

1. Pre-season training
 - ♦ Muscle toning, etc.
2. Confirmation of return of last year's athletes
 - ♦ Contact all players to confirm that they are returning this season.
3. Introduction to the sport for new athletes/volunteers/assistant coaches
 - ♦ Ensure that all administration requirements are carried out and that new participants know when and where training will start.
4. Train-the-trainers up-skilling where necessary
 - ♦ Identify any training needs of coaches and contact local coordinator to arrange.
5. Season's competitions and events
 - ♦ Look over the competitions and events that are planned for the year and identify ones that your squad will attend.
6. Minimum eight-week training planning dates set if necessary
 - ♦ Establish when you feel the season's training should commence, taking into account when the first competition occurs in relation to the initial starting date you have chosen.
7. Skills assessments carried out
 - ♦ Carry out appropriate skills assessments to identify up-skilling needs of players.
8. Meeting with all participants to share season's plans
 - ♦ Call a meeting of all participants (players/volunteers/coaches/parents/caregivers) and advise what your proposed season looks like and adjust if necessary.
9. Enjoy the season's activities.



Other things to consider

- ♦ Improve your knowledge of bocce and of coaching athletes with intellectual disabilities by attending as necessary a Special Olympics training school.
- ♦ Arrange for bocce facility that will accommodate your needs throughout the season.
- ♦ Arrange for equipment needs to include any adapted equipment if necessary.
- ♦ Recruit, orient and train volunteer assistant coaches.
- ♦ Coordinate transportation needs.
- ♦ Ensure that all athletes have been medically approved before the first practice.
- ♦ Obtain copies of medical and parental releases.
- ♦ Establish goals and develop a plan for the season.
- ♦ Establish and coordinate seasonal schedule, including league play, training practices, clinics and demonstrations, and confirm any planned dates for local, area, sectional, state, national and Unified Bocce competitions.
- ♦ Hold orientation for families, teachers and friends of athletes including Home Training Program.
- ♦ Establish procedures for recognizing each athlete's progress.
- ♦ Establish a seasonal budget.

Confirmation of Practice Schedule

Once your venue has been determined and assessed, you are ready to confirm your training and competition schedules. It is important to publish training and competition schedules to submit to the interested groups below. This can help generate community awareness for your Special Olympics bocce program.

- ♦ Facility representatives
- ♦ Local Special Olympics Program
- ♦ Volunteer coaches
- ♦ Athletes
- ♦ Families
- ♦ Media
- ♦ Management team members
- ♦ Officials

The training and competition schedule is not exclusive to the areas listed below.

- ♦ Dates
- ♦ Start and end times
- ♦ Registration and/or meeting areas
- ♦ Contact phone number at the facility
- ♦ Coaches' phone numbers



In Season Planning

- ♦ Use skills assessments to identify each athlete's skill level and to record each athlete's progress throughout the season.
- ♦ Design an eight-week training program.
- ♦ Plan and modify each session according to what needs to be accomplished.
- ♦ Emphasize conditioning as skill is learned.
- ♦ Develop skills by progressively increasing difficulty.

Preparing for a Competition

When taking an athlete or team to competition a coach should always ensure that the following occurs:

Before the competition

1. Athlete medicals are up to date.
2. Rules are understood by athletes and coaching staff.
3. Entry forms are completed correctly.
4. Athletes have appropriate team uniform or other suitable clothing.

At the competition

1. Athletes are registered and names are spelled correctly.
2. Athletes and coaching staff know the layout of the facility.
3. Athletes and coaching staff are aware of start times and numbers of playing courts.
4. Athletes arrive at their court prior to the start and have completed warm-ups, etc.
5. Athletes display appropriate court etiquette.
6. Athletes are given appropriate encouragement for effort and talent displayed.
7. Athletes follow a cool-down regime (this is a good time to evaluate the game just played).
8. Identify things that went well during play and things that may need to be worked on at the next practice.

After the competition

1. Athletes' families/caregivers are advised of the results of the competition.
2. Athletes' families/caregivers are advised of anything they need to be aware of following the day's event.
3. At next practice, re-evaluate the event and report results to those who didn't attend.



Essential Components of Planning a Bocce Training Session

Each training session should contain the same essential elements. The amount of time spent on each element will depend on the following factors:

1. Goal of the training session. Ensure that everyone knows what the session's goals are and have had input into setting them.
2. The time of season the session is in. More skills practice is provided earlier in the season. In comparison, more competition experience is provided later in the season.
3. Skill level of your athletes. More practice of previously taught skills is needed for lower ability athletes.
4. Number of coaches. The more coaches present and the more quality one-to-one instruction offered, the more improvement seen.
5. Total amount of training time available. More time is spent on new skills in a 2-hour session than in a 90-minute session.

The following elements should be included in an athlete's daily training program. Please refer to the noted sections in each area for more in-depth information and guidance on these topics.

- ♦ Warm-ups
- ♦ Previously taught skills
- ♦ New skills
- ♦ Competition experience
- ♦ Feedback on performance

The final step in planning a training session is designing what the athlete is actually going to do. When planning a training session, remember that the progression through the key components of the session should allow for a gradual buildup of physical activity.

- ♦ Easy to difficult
- ♦ Slow to fast
- ♦ Known to unknown
- ♦ General to specific
- ♦ Start to finish

If you have decided to establish a bocce league, much of your training will revolve around each week's league sessions. Training can take place before, during and after league play. Before league play, you can work on teaching about equipment needed to play and have a warm-up period. During league play you can observe the athletes' actions and style, making comments regarding what they are doing incorrectly and praising them for what they do correctly, (i.e., "Way to follow through" or "Good judgment"). Instructions in scoring, the etiquette of bocce and sportsmanship can be also be accomplished. After league play, you can work on new skills or work with athletes on improving previously learned skills. A recommend training plan is outlined below.



Warm-up and Stretch (10-15 minutes)

Every athlete must participate in the warm-up and stretch period on or near the court (i.e., shadow body movements). Stretch each muscle group while waiting to practice rolling/bowling actions.

Skills Instruction (15-20 minutes)

- ♦ Quickly review previously taught skills.
- ♦ Introduce the theme of the skills activity.
- ♦ Demonstrate the skills simply and dramatically.
- ♦ Physically assist and prompt lower ability players when necessary.
- ♦ Introduce and practice new skills early in the practice session.

Competition Experience (One, two, or three games)

Athletes learn a lot by simply playing the game. The game is a great teacher.

Cool-down, Stretch and Review (10-15 minutes)

Every athlete should participate in a cool-down down period following a training session. The stretching of each muscle group should not be as vigorous as the warm-up. This is a good time to reflect on the good points of the training session, highlighting any progress various athletes have made, but remember not to do this at the detriment of other athletes who may not have achieved as much. Time can also be spent on areas where you may need to work during the next session. As well, announce any important notices, upcoming competitions, birthdays, social gatherings etc. You should always finish the training session, whether it was good or not so good, with some fun and laughter.



Principles of Effective Training Sessions

Keep all active	Athletes need to be active listeners.
Create clear, concise goals	Learning improves when athletes know what is expected of them.
Give clear, concise instructions	Demonstrate – increase accuracy of instruction.
Record progress	You and your athletes chart progress together.
Give positive feedback	Emphasize and reward things the athlete is doing well.
Provide variety	Vary exercises – prevent boredom.
Encourage enjoyment	Training and competition is fun; help keep it this way for you and your athletes.
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none">• Known to unknown – discovering new things successfully.• Simple to complex – seeing that “I” can do it.• General to specific – this is why I am working so hard.
Plan maximum use of resources	Use what you have and improvise for equipment that you do not have – think creatively.
Allow for individual differences	Different athletes, different learning rates, different capacities.



Sample Training Form

Date:		Location:		Time:	
Goals:					

Warm-up - Make the body ready for practice.

Leader	Activity	Equipment

Team Talk - Let the athletes know your expectations for practice.

Goals for Today	
Previous Skill Lesson	
New Skill Lesson	

Skill Development - Games and exercises to reinforce learning. Make it fun.

Leader	Activity	Equipment

Break - Supply water and take the skill into the scrimmage.

Reinforce Skill from Today:	
------------------------------------	--

Scrimmage - Emphasize last week's skill and new skill.

Previous Skill	
New Skill	

Team Talk - Emphasize new skill and techniques from scrimmage.

Scrimmage Lesson 1	
Scrimmage Lesson 2	
Review Last Week's Skill	
Review Homework	

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Tips for Conducting Successful Training Sessions

- Assign assistant coaches their roles and responsibilities in accordance to your training plan.
- When possible, have all equipment and stations prepared before the athletes arrive.
- Introduce and acknowledge coaches and athletes.
- Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- Alter the plan according to weather and the facility in order to accommodate the needs of the athletes.
- Change activities before the athletes become bored and lose interest.
- Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise even if it is rest.
- Devote the end of the practice to a group activity that can incorporate challenge and fun, always giving them something to look forward to at the end of practice.
- If an activity is going well, it is often useful to stop the activity while interest is high.
- Summarize the session and announce arrangements for next session.
- Keep the **fun** in fundamentals.



Tips for Conducting Safe Training Sessions

Though the risks can be few, coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of bocce. The safety and well-being of athletes are the coaches' primary concerns. Bocce is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

1. Establish clear rules for behavior at your first practice and enforce them.
2. When the weather is poor, have a plan to immediately remove athletes from inclement weather.
3. Make sure athletes bring water to every practice, especially in hotter climates.
4. Check your first aid kit; restock supplies as necessary.
5. Train all athletes and coaches on emergency procedures.
6. Choose a safe field area. Do not practice in areas with rocks or holes that could cause injury. Simply telling players to avoid obstacles is not enough.
7. Walk the court and remove unsafe objects. Be particularly vigilant when you are playing in cluttered indoor gyms. Remove anything that a player might run into.
8. Check the bocce balls for cracks that could chip or split. Balls and may cause eye injury.
9. Check that the side and end walls are secured in the ground. Instruct players never to walk along the top of the court's walls. Pay particular attention to portable courts that tip over in a high wind or if players stand on them or a bocce ball rebounds off them. Make sure these walls are securely staked into the ground.
10. Review your first-aid and emergency procedures. Have someone who is trained in first-aid and CPR on or very near to the court during practice and games.
11. Ensure that athlete emergency contact details are up to date and close at hand during practices and games.
12. Warm-up/cool-down and stretch properly at the beginning/end of each practice to prevent muscle injuries.
13. Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your practices active.
14. Make sure that players are physically matched in games where players go against each other "head-to-head" (e.g. one-on-one drills).
15. Require all your players to wear appropriate attire, especially footwear, at practices and games.
16. Do not use yourself as a target, i.e. stand in front of athletes and instruct them to throw/roll the ball to you or your feet.
17. Ensure that you have easy access to a telephone or mobile phone.
18. When not in use, bocce balls should always remain on the ground, not tossed in the air or bounced in the hand. It should be remembered that bocce balls are heavy and may break, or otherwise injure, a toe or foot if dropped.
19. To avoid competitors slipping on bocce balls, balls should be placed in the rear corner of the court when not being used. Never leave bocce balls lying around the courts or training area where someone may stand on or trip over them.



Bocce Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics bocce is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below:

1. Host matches with adjacent local programs.
2. Ask the local high school if your athletes can compete with them as a practice match.
3. Join the local community bocce club and/or associations.
4. Host weekly all comer's meets for the area.
5. Create a bocce league or club in your community.
6. Incorporate competition components at the end of every training session.



Sample Training Session

Squad Name: _____

Date: _____

Venue:- _____

TRAINING OBJECTIVES FOR THIS SESSION	EQUIPMENT NEEDED FOR THIS SESSION
<ul style="list-style-type: none"> • Group balls in a cluster • Group balls equidistant • Show two different methods of delivery • Talk about End of Year Dance 	<ul style="list-style-type: none"> • (20) cones • (4) three-foot squares • (2) full sets of bocce balls • (30) skills sheets
NOTES/ INJURIES	
<ul style="list-style-type: none"> • Remind athletes of dance • Watch for Kylie's right shoulder • Conrad's medical renewal due 	

TRAINING SESSION TIME PLANNER	
Time Allocated	Activity
2.00-5.00 Minutes	Welcome everyone, explain session plan and time frames
15 Minutes	Warm-ups and stretches
15 Minutes	Roll up and down sides of court (watch for stance)
15 Minutes	Toss up and down sides of court (watch for correct arm release)
5 Minutes	Break for drink of water and discuss findings from last two exercises
10 Minutes	Roll/Toss up and down sides of court (watch for improvements)
15 Minutes	Practice grouping of balls (watch for stance and release)
15 Minutes	Practice distance roll-ups (watch for stance and release)
15-20 Minutes	Fun game of groupings
15 Minutes	Cool-down and stretches; feedback from athletes re session
5 Minutes	Reminder notes re End of Year Dance & goodbyes
10 minutes discussion with assistant coaches on how they felt session went following training session	

TRAINING SESSION EVALUATION PLAN



Selecting Team Members

The key to the successful development of a traditional Special Olympics or Unified Sports® team is the proper selection of team members. We have provided some primary considerations for you below.

Ability Grouping

Bocce teams work best when all team members have similar sports skills. Partners with abilities that are far superior to other teammates will either control competition or accommodate others by not competing to their potential. In both situations, the goals of interaction and teamwork are diminished and a true competitive experience is not achieved.

Age Grouping

All team members should be closely matched in age.

- ♦ Within 3-5 years of age for athletes 21 years of age and under
- ♦ Within 10-15 years for athletes 22 years of age and over
- ♦ Team members may also be family members where age should be considered (parent and child/ sibling/ athlete)

For example, in bocce, an 8-year old should not be competing against or with a 30-year old athlete.

Creating Meaningful Involvement in Unified Sports®

Unified Sports® embraces the philosophy and principles of Special Olympics. When selecting your Unified team you want to achieve meaningful involvement at the beginning, during and end of your sport season. Unified teams are organized to provide meaningful involvement for all athletes and partners. Every teammate should play a role and have the opportunity to contribute to the team. Meaningful involvement also refers to the quality of interaction and competition within a Unified Sports® team. Achieving meaningful involvement by all teammates on the team ensures a positive and rewarding experience for everyone.

Indicators of Meaningful Involvement

- ♦ Teammates compete without causing undue risk of injury to themselves or others.
- ♦ Teammates compete according to the rules of competition.
- ♦ Teammates have the ability and opportunity to contribute to the performance of the team.
- ♦ Teammates understand how to blend their skills with those of other athletes, resulting in improved performance by athletes with lesser ability.

Meaningful Involvement Is Not Achieved When Team Members

- ♦ Have superior sports skills in comparison to their fellow team members.
- ♦ Act as on field coaches, rather than teammates.
- ♦ Control most aspects of the competition during critical periods of the game.
- ♦ Do not train or practice regularly, and only show up on the day of competition.
- ♦ Lower their level of ability dramatically, so that they do not hurt others or control the entire game.



Bocce Skills Assessment

The sport skills assessment chart is a systematic method that is useful in determining the skill ability of an athlete. The Bocce Skills Assessment Card is designed to assist coaches in determining athletes' ability levels before they begin to participate. Coaches will find this assessment a useful tool for several reasons:

- ◆ Helps coach to determine with the athlete which events he/she will compete in
- ◆ Establishes the baseline training areas of the athlete
- ◆ Assists coaches to group athletes of similar ability on training teams
- ◆ Measures the athlete's progression
- ◆ Helps determine athlete's daily training schedule

Before administering the assessment, coaches need to perform the following analysis when observing the athlete.

- ◆ Become familiar with each of the tasks listed under the major skills.
- ◆ Have an accurate visual picture of each task.
- ◆ Have observed a skilled performer executing the skill.

When administering the assessment, coaches will have a better opportunity to get the best analysis from their athletes. Always begin by explaining the skill you would like to observe. When possible, demonstrate the skill.

Remember

The athlete's average score is the ultimate determining factor in how well the athlete is playing. Record the scores of each game, and determine an average for the number of games played. Appropriate skill level is determined by average. What you are looking for is an increase in the athlete's average from the start of training to the end of the training period. Remember, changes made to the way an athlete delivers a ball, or to their equipment, will often result in lower scores at first, as the athlete makes the necessary adjustments and becomes familiar with them.



Bocce Skills Assessment Card

Athlete's Name _____ **Date** _____
Coach's Name _____ **Date** _____

Instructions

- Use tool at the beginning of the training/competition season to establish a basis of the athlete's starting skill level.
- Have the athlete perform the skill several times.
- If the athlete performs the skill correctly three out of five times, check the box next to the skill to indicate that the skill has been accomplished.
- Incorporate program assessment sessions into your program.
- Athletes may accomplish skills in any order. Athletes have accomplished this list when all possible items have been achieved.

Layout of the Bocce Court

- Recognizes the 10-foot foul line
- Recognizes the 30-foot halfway line
- Recognizes the 50-foot line
- Recognizes the back boards
- Recognizes the side boards

Equipment Selection

- Recognizes a bocce ball
- Recognizes the color differences of the bocce balls
- Recognizes the pallina
- Recognizes the tape measure
- Recognizes the flags used (especially for athletes with visual or hearing impairments)
- Can associate the connection between flag color and bocce ball

Scoring

- Understands the point scoring system used in the game of bocce
- Understands that winning score for both singles and two-player teams is 12 points
- Understands that winning score for four-player teams is 16 points
- Recognizes the scores on a score card
- Can follow the scoring on a score card
- Recognizes the places for the various signatures on a score card
- Recognizes the need to not sign a score card if the game is to be protested

Rules of the Game

- Shows an understanding of the game
- Understands that the game consists of playing to a certain number of points
- Knows what each of the lines on the court means
- Knows not to cross the foul line when delivering a ball
- Knows to play four balls when playing singles
- Knows to play two balls when playing doubles/pairs
- Knows to play one ball when in a team of four
- Knows to play only when indicated by the official
- Adheres to the rules of the bocce court and training area
- Follows official Special Olympics bocce rules



Sportsmanship/Etiquette

- Exhibits sportsmanship and etiquette at all times
- Demonstrates competitive effort while playing at all times
- Takes turns with other team members
- Selects and uses the same-color balls throughout the game
- Waits for official to indicate his/her turn to play
- Plays cooperatively and competitively, cheers on fellow teammates
- Maintains knowledge of own/own team's score
- Listens to coaches' instructions

Game Terminology

- Recognizes the terms "In" and "Out" team
- Recognizes the term "Foul"
- Recognizes the term "Pointing"
- Recognizes the term "Hitting"
- Recognizes the term "Banking"
- Recognizes the term "Rebounding"

Retrieving the Ball

- Collects ball from back of court
- Identifies own ball by the color
- Picks up ball and brings to waist level
- Supports the ball with non-rolling hand and moves to the starting position

Grip

- Places fingers and thumb evenly around the ball
- Uses thumb to hold ball in place
- Holds ball in front portion of hand

Stance

- Locates starting position back from the foul line
- Stands with feet shoulder-width apart
- Holds shoulders level and body square to target with weight evenly distributed
- Demonstrates proper foot placement: left foot forward if right-handed.
- Assumes correct stance with eyes focused on pallina or target ball
- Holds ball under control

Delivery

- Pushes the ball forward to approximately eye level followed by a downward swing
- Brings arm straight back and close to body
- Brings arm straight forward to release ball
- Delivers ball with a gentle slow release for a pointing shot
- Delivers ball with a strong fast release for a hitting shot
- Performs standing pointing delivery
- Performs running pointing delivery
- Performs standing hitting delivery
- Performs running hitting delivery

Release

- Assumes correct stance with front foot behind the foul line and shoulders square to the target
- Delivers ball over the foul line toward the pallina or target
- Maintains correct wrist posture once ball leaves hand
- Executes proper follow-through with arm swing: forward and upward



Daily Performance Record

The Daily Performance Record is designed to keep an accurate record of the athlete's daily performance as he/she learns a sports skill. There are several reasons why the coach can benefit from using the Daily Performance Record:

- ♦ The record becomes a permanent document of the athlete's progress.
- ♦ The record helps the coach establish measurable consistency in the athlete's training program.
- ♦ The record allows the coach to be flexible during the actual teaching and coaching session because he/she can break down the skills into specific, smaller tasks that meet the individual needs of each athlete.
- ♦ The record helps the coach choose proper skill-teaching methods, correct conditions and criteria for evaluating the athlete's performance of the skills.

Using the Daily Performance Record

At the top of the record, the coach enters his/her name and the athlete's name and bocce event. If more than one coach works with an athlete, they should enter the dates that they work with the athlete next to their names.

Before the training session begins, the coach decides what skills will be covered. The coach makes this decision based on the athlete's age, interests and mental and physical abilities. The skill needs to be a statement or a description of the specific exercise that the athlete must perform. The coach enters the skill on the top line of the left-hand column. Each subsequent skill is entered after the athlete masters the previous skill. Of course, more than one sheet may be used to record all of the skills involved. Also, if the athlete cannot perform a prescribed skill, the coach may break down the skill into smaller tasks that will allow for the athlete's success at the new skill.

Conditions and Criteria for Mastering

After the coach enters the skill, he/she must then decide on the conditions and criteria by which the athlete must master the skill. Conditions are special circumstances that define the manner in which the athlete must perform a skill. For example, "given a demonstration, and with assistance." The coach needs to always operate under the assumption that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance" and, therefore, does not have to enter these conditions in the record next to the skill entry. Ideally, the coach needs to arrange the skills and conditions such that the athlete gradually learns to perform the skill upon command and without assistance.

Criteria are the standards that determine how well the skill must be performed. The coach needs to determine a standard that realistically suits the athlete's mental and physical abilities. Given the varied nature of skills, the criteria might involve many different types of standards, such as amount of time, number of repetitions, accuracy, distance or speed.

Dates of Sessions and Levels of Instruction Used

The coach may work on one task for a couple of days, and may use several methods of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the coach must record the dates he works on particular tasks and must enter the methods of instruction that were used on those dates.



Bocce Attire

Appropriate bocce attire is required for all competitors. As coach, you should discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans to blue jean shorts are not proper bocce attire for any event. Explain that athletes cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or collegiate training sessions or competitions and point out the attire being worn. You can even set the example, by wearing appropriate attire to training and competitions and not rewarding athletes who do not come properly dressed to train and/or compete.

- ♦ The athlete should always wear comfortable clothing.
- ♦ Clothes should always allow freedom of movement of all parts of the body.
- ♦ Regular school clothes are acceptable.
- ♦ In a tournament, white or light colored clothes are preferred.
- ♦ Players are not permitted to wear shoes which may damage or disrupt the court surface.
- ♦ Players are not permitted to play without shoes. Jandals and sandals should also be avoided as they provide little or no protection if a ball is dropped onto the foot.
- ♦ Players should be advised of the need for sun screen, hats and other protection from the sun's rays.

Tournament Rules

These state that:

- ♦ Players will dress in a manner which will bring credit to them and the sport of bocce.
- ♦ Players will not be permitted to wear shoes which may damage or disrupt the court surface. Also, players will not be permitted to play without shoes.
- ♦ Players wearing objectionable or offensive clothing, or who are improperly attired, may not be allowed to participate in a tournament.





Bocce Equipment

Bocce requires the type of sporting equipment listed below. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well.

- ♦ Bocce balls
- ♦ Pallina
- ♦ Metric measuring device
- ♦ Flags
- ♦ Scoring device

General Bocce Equipment List At-A-Glance

<p>Bocce balls</p> 	<p>May be manufactured of wood or a composition material and of equal size. Official Tournament ball sizes may be from 107 millimeters (4.2 inches) to 110 millimeters (4.33 inches). The color of the balls is immaterial provided that the four balls of one team are clearly and visibly distinct from the four balls of the opposing team.</p>
<p>Pallina</p> 	<p>Must not be larger than 63 millimeters (2.5 inches) or smaller than 48 millimeters (1.875 inches) and should be of a color visibly distinct from both bocce ball colors. Sometimes beneficial to be distinct from the color of the court surface.</p>
<p>Metric Measuring device</p>	<p>May be any device that has the capacity of accurately measuring the distance between two objects, and acceptable to tournament officials.</p>
<p>Flags</p>	<p>May be any device that has the ability to represent the colors of the bocce balls being used, and acceptable to tournament officials.</p> <p>Should also be large enough to be clearly visible at least 50 feet away.</p>
<p>Scoring device</p>	<p>May be any device that has the capability to record the score during play, and acceptable to tournament officials.</p>

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