Boccia

Pronounced ‘botch-ya’. A target game requiring players tolob as many of their balls as close to a target ball as possible.

What you need

- Any suitable indoor or outdoor playing area. Choose suitable balls if an indoor surface is used. Choose dimension to suit your situation
- Playing area marked as shown
- For team Boccia – 13 balls: 1 jack, 6 red and 6 blue
- Boccia balls or alternative – bean bags, paper and tape balls, Koosh balls

What to do

What to do

SETTING UP

- Play 2 v 2, 3 v 3 or individually. Allocate a team colour, red or blue. Red throws first.

PLAYING

- The red team throws the target ball (called a ‘jack’) anywhere onto the ‘valid area’.
- The side throwing the jack also plays the first coloured ball.

Scoring

- The opposite side then plays their first coloured ball into court, then the teams take turns for a nominated number of bowls or until everyone has had a bowl.
- If the jack is thrown or knocked out of court, it is placed on the cross and play continues.

A tie-breaker is used if scores are level at the end. The jack ball is placed on the cross and sides toss a coin to determine the order of play.

Learning Intention

Boccia requires students to roll/throw their ball towards a target with accuracy whilst also taking into account the placement of their opponent’s balls.
Coaching
> Players choose a team captain. Rotate the role. The captain decides on the playing order.

Game rules
> Propel the ball with a foot or use an assistance device such as a ball-sending ramp, if necessary.

Vary the order of play – the side furthest from the jack continues playing their balls until they get nearer (or run out of balls), then the other team plays.

Play 6 ends – a round is called an ‘end’ and each player has a chance to throw the jack.

Number of rounds – vary.

Equipment
> Use different types of balls.

> Use an implement to propel the ball, e.g. rolled-up newspaper secured with tape.

Playing area
> Adjust the playing area and distances to make the game easier or harder.

Safety
> No one enters the target area during play.
> Throwing is confined to the designated area.

ASK THE PLAYERS

Throwers
> ‘How can you make it difficult for your opponents to get closer to the jack than you?’
> ‘Will you throw long or short? Which of these options provides the best opportunity to be closest to the jack at the end of the game?’
Bullseye

Players in small groups roll or throw a ball to a target aiming to score maximum points.

What you need
- Indoor or outdoor playing area
- Chalk, hoops, markers or ropes to form 3 concentric circles on the ground
- Throw-line 3 metres from target
- 3 bean bags (or similar non-rolling object) per player.

What to do

SETTING UP
- Form small groups, e.g. 4 per group.

PLAYING
- Each player rolls or throws the ball to the target area.
- One throw per player before balls are retrieved.
- Repeat for a given number of rounds, e.g. 5 throws for each player.

Scoring
- Points are scored depending on where the ball stops in the target area.
- Players note whether their score improves from round to round.
- You may wish to set a target score, such as 20 or more, for the 5 rounds.

TEACHING TIPS
- Swing your arm in the direction of the target so you end up pointing at the target after you release the bean bag.
- Adjust the direction and force of your throw based on your previous attempt/s.

LEARNING INTENTION
Bullseye supports students to explore different ways that they can throw the ball for accuracy and control.
Coaching

> Try pairing players and provide some ‘what to look for’ throwing or rolling tips. The ‘observer’ provides the ‘thrower’ with feedback.

> The leg opposite the throwing/rolling arm is in front. A good way of coaching this is to select a role model and ask the players questions.

Game rules

> Include everyone by allowing kicking. Remember the object of the game is to send a ball to a target. A kicking option opens the game to players who may not be able to throw the ball.

> Increase or decrease the distance from the throw-line to the target. This adjustment helps to accommodate different player abilities. This option may be offered from the start.

> If buckets are used as targets, the activity can be made harder by requiring the ball to land in the bucket.

> Vary the method of sending the ball, e.g. throw, roll, kick, strike.

Equipment

> Slower ball/faster ball; larger ball/smaller ball. Which is best for rolling/throwing?

> A non-rolling object, such as a bean bag, may be used with a wall target.

Playing area

> Making the target size bigger, or the distance to the target smaller, makes the activity easier.

> If a wall target is used, the activity can be made harder by requiring players to stand side-on to the target.

Safety

> Players do not retrieve balls until the round is finished.

> If a target is placed on a wall, players should be aware of the rebound.

> Ensure sufficient space between groups.

ASK THE PLAYERS

> ‘Which rolling or throwing technique gives the most accuracy?’

> ‘Will your throwing technique change for a wall target?’

> ‘What changes can you make if the ball goes too far/too short?’
3 players – a feeder, a collector and a fielder work cooperatively. The feeder rolls 3 balls in quick succession into the target area. The collector has to gather the balls with the assistance of the fielder, running against the clock, and return them to a hoop.

### Scoring
- Number of balls returned in the set time.

### What you need
- Cones to mark a starting line and target area
- 3 tennis balls per group
- One hoop or container for returned balls
- Stopwatch

### What to do
- Allow the collector a set period to collect balls, e.g. 60 seconds.
- Rotate roles.
- Balls out of the target area are not collected for scoring – the fielder returns them to the hoop.
- If all balls roll out, the feeder has a second attempt.

### Change it
Talk to players about the cooperative aspect of accurate feeding (target rolling) and efficient fielding and how they interrelate for a good result.

- **Cooperative team challenge** – add each player’s score together to give a team total.
- **Number of balls** – use 2 balls (easier), 4 balls (harder).
- **Balls** – use different rolling balls (slow v fast rolling).
- **Target area** – vary the size and shape. Mark a zone within the target area for bonus points if the feeder rolls balls into the zone.

### Safety
- Ensure there is sufficient space between groups.
- If a ball enters another group’s area, play must stop before the ball is retrieved.
- The fielder does not enter the playing area.

### Ask the Players:
- What strategies did you use to collect each of the balls as quickly as possible?
- How did you work together as fielder and collector to return the balls as quickly as possible to the hoop?
- When you were the feeder, where did you roll the ball to try and make it slower for the fielders to retrieve the ball?

### Learning Intention
Collect 3 develops accuracy in rolling objects towards a target as well as fielding and retrieving objects.
Corner bowls

2 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. (Play in groups of 4.)

What to do

PLAYING
>
> Each player in turn rolls one ball at a time towards the target until all players have had 2 turns.
> Complete 4 games, with each player taking a turn to play first.

Scoring
>
> Points are awarded to each team based on the 4 balls that finish closest to the target.
> 4–3–2–1 points depending on position.

What you need

> A smooth playing surface, e.g. grassed area or bitumen
> 4 marker cones
> Mark a square 4 metres X 4 metres
> 2 balls per player, e.g. tennis balls
> Balls marked with a shape, colour or number
> 1 cricket ball as the target

LEARNING INTENTION

Corner bowls is an introduction to Bocce. It requires students to roll/throw their ball towards a target with accuracy.
Coaching

- Highlight to the whole class good examples of rolling.

Game rules

- **Starting position** – all players roll their balls from the same starting point.
- **Easier** – allow players to roll from anywhere on the square.
- **All together** – all players roll at the same time on the word ‘GO’.

Scoring

- Only the ball closest to the target scores, or all 8 balls score: 8–7–6–5–4–3–2–1.
- **Circle around target** – balls have different values depending on where they finish.

Equipment

- For players with limited vision, use a goalball (makes a noise when it rolls) and a caller to assist.
- Propel the ball with a foot or use an assistance device such as a rolling ramp.

Playing area

- Vary the area of the square.
- Vary the distance of the line from the target (when players roll from the same position).
- As an inclusive measure, vary the starting position of the target.

Safety

- Only one player rolls the ball at a time.
- Balls must be rolled and not thrown, e.g. the ball must contact the ground close to the player.
- Have adequate space between games.

ASK THE PLAYERS

- ‘What do you do if your opponent’s ball is closer to the target than yours?’
- ‘How can you work with your partner to restrict your opponent’s scoring opportunities?’
- ‘How can you and your partner get the most balls next to the target?’
- ‘Is it better to roll a ball short of the target or past the target?’
Targets are set up away from a throwing line. Players score points by throwing, kicking or rolling a ball at the targets. Play in small groups (3–4 per group).

**What you need**
- A variety of targets – such as 2-litre (or larger) plastic bottles with a little sand in the bottom, cricket wickets or buckets
- Objects to throw – softballs, beanbags, tennis balls, soccer balls – 2 per player

**What to do**
- Players throw, roll or kick a ball to hit or land in targets.
- Each player has a set number of throws, e.g. 2.
- Play is stopped to re-position targets that have been knocked over.

**Scoring**
- Consider a bonus point if a ball lands inside a target.
- Set a target, e.g. 15. The team with the smallest number of throws or the most points in a set time (e.g. 45 seconds) wins.

**Learning Intention**
Hit the target supports students to develop their shot placement, accuracy and strategy in relation to scoring zones in target games.
Hit the target

Coaching

> Use players as role models to highlight effective sending skills and coaching points.

Game rules

> Sending variations – cater for varying ability levels by varying the method of delivery (roll or kick), implement used and target size and distance.
> Cooperative pairs – one sender and one fielder. Players alternate turns. The aim is to score as many points as possible in 60 seconds.
> Ask the players – ‘How can you work cooperatively to maximise your score?’

Equipment

> Vary size and shape of balls according to player ability.
> Vary the type or size of target.

Playing area

> Vary the arrangement of targets to suit the sending method, e.g. if players are kicking, initially stagger the targets.
> Vary the distance of the targets from the throwing line.
> Set a ‘no-go’ boundary. If the ball goes beyond the boundary, no points are scored. Don’t be too stingy – allow for some roll on!

Safety

> With multiple groups have players throw away from one another. Balls are gathered but not thrown back.
> Alternatively, use a line-up configuration and have all players throw in the same direction.
> Players do not leave the throwing line until all players have finished.

ASK THE PLAYERS

> ‘Did you choose low-scoring or high-scoring targets? Will you change your targets next time?’
> ‘What strategy did you use and would you alter it next time?’
A ball rolling game that requires players to try to hit a target at the end of the court or other balls that are being rolled towards them.

What you need

INDOOR OPTION
> An area about the size of a basketball court
> Tennis balls, Kanga cricket balls or larger balls for the koolchee (ball) – one per player
> A wall (for the ‘challenge’ variation)
> 3 skittles per player

OUTDOOR OPTION
> A smooth surface that will allow the koolchees to roll without deviation

What to do

Warm-up – hit a koolchee (cooperative play)
> Teams at each end of an area roll the koolchees (tennis balls) toward each other – no scoring.
> The aim is to hit another koolchee. Depending on the ability level of the players, children start by rolling balls to each other.

Competition koolchee
> A team game (4–6 per team) where players roll a ball attempting to knock down an opponent’s skittle at the other end. Skittles are placed 2–3 metres in front of each team. The winning team is the one that knocks down all the opponent’s skittles.
> Teams avoid hitting their own skittles.
> Players may ‘defend’ their own skittles by rolling koolchees to hit other koolchees that might knock over their own skittles.
> Koolchees can’t be recovered from the playing area.

Scoring
> Best of 3 games
> Sets of 5 games for older players

Change it

> Vary – the size of the skittles, the distance to the skittles, the type and size of balls used, the size of the activity area.

Aboriginal and Torres Strait Islanders histories and cultures
Koolchee was played by people in the Lake Eyre district of South Australia. The balls were 8-10cm and made of gypsum, sandstone or mud.
Players in two teams line up on each side of a dry claypan. Each team rolled the balls along the ground to the other side, the aim being to break up an opponent’s ball by hitting it while it was moving. Balls were left where they came to rest until the stock of balls was used up. The balls were called ‘koolchees’.

LEARNING INTENTION
The koolchee variations require accurate rolling, team communication and an understanding of how to rebound a ball (koolchee challenge). A useful lead-in to games like bowls, ten-pin bowling and any sport where a fielder can return a ball by rolling.
**Practice koolchee**

Players roll koolchees attempting to knock down skittles. Play individually or in teams.

**SETTING UP**
- Individual game – 3 skittles and 3 koolchees per player
- Team game (3–4 per team) – 5 or more skittles per team and at least 4 koolchees per team
- Skittles 5 metres from players

**PLAYING**
- **Team variation** – allow each player 5 attempts. Increase the distance and repeat, e.g. 10 metres then 15 metres – teams keep a total of skittles knocked down.
- **Individual variation** – the player who knocks down the highest number of skittles is the winner.
- Players are not allowed to retrieve koolchees from the area between the throwing line and the skittles.

**Cooperative koolchee**

Two teams facing each other work together to knock the skittles over.

**SETTING UP**
- One koolchee per player
- Around 10 skittles placed between 2 facing teams 10 metres apart

**PLAYING**
- Players communicate and work together to achieve the end result.
- Players are not allowed to retrieve koolchees from the area between the throwing line and the skittles. Other koolchees can be retrieved without running onto the playing area.
- Repeat for 2 or 3 rounds.

**SCORING**
- Time taken to knock the skittles over – attempt to set a record.

**Koolchee challenge**

A koolchee is rolled to a wall where it rebounds. The aim is to knock over a skittle.

**PLAYING**
- Use a larger koolchee (soccer ball size).
- Skittles are placed 5 metres from the wall and players stand 10 metres from the wall. Adjust distances to suit the group.
- 3 attempts allowed. If the skittle is knocked over the skittle is moved back one metre.
- If the skittle is missed on all 3 attempts, it is moved closer to the wall.

**CHANGE IT**
- Vary – the angle of the rebound, roll with non-preferred hand, the time/number of hits, size of skittles or balls, distance to walls or skittles.

**Safety**
- Ensure adequate space for the number of players.
- **Rebound variation** – ensure that children roll the ball along the ground and don’t bounce it at the wall.
- In face-to-face variations, players should keep an eye out for oncoming koolchees.
Snakes alive

The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. (4 or more per team.)

What you need

- Cones to separate groups
- One softball or medium-sized ball per team (snake head)
- One ball per player, e.g. tennis ball (body of snake)
- Tape or cones to mark minimum throw line

What to do

- Each team plays the first ball on a signal.
- If the first ball strays to another team’s area, the ball is played again.
- The second ball is played on a signal, and so on for the remainder of the balls.
- To ensure the last ball is a meaningful throw, a line is placed in front of each team and the ball must go beyond the line for the ball to count – otherwise every team will finish with a python!
- Alternatively, set a maximum length for the snake, e.g. 4 metres.

Scoring

- The longest snake is the winner.
- Measure in a straight line from head to tail.

Change it

- **Snake head** – require a minimum distance from the start-line for the position of the ‘snake’s head’.
- **Balls** – use different rolling balls.
- **Goalball** – use a goalball (makes a noise when it rolls) and a caller to assist a player with limited vision. Make your own goalball by wrapping a volleyball in plastic and securing with tape.
- **Provide eye-shades** for half the players to promote communication.

Safety

- The game stops if players are required to retrieve ‘lost’ balls.

LEARNING INTENTION

*Snakes alive* requires students to roll their ball with accuracy and take into account the placement of their team mates balls in order to create a ‘snake’.
TARGET GAMES

Speed gate

Combines accurate rolling with speed. Players in teams roll a ball through a gate to a wall beyond. The first ball that passes through the gate and reaches the wall wins the point for that round.

**What you need**
- Medium-sized balls, one per team – a variation uses goalballs (which make a noise when they roll), eyeshades and callers
- Positional markers 10 metres from the wall
- A wall free of obstructions – a line may be used instead

**What to do**

**SETTING UP**
- Teams are set up as shown. Keep teams small (2 or 3 players) to ensure lots of activity.

**Scoring**
- The team with the most points wins.
- Place a judge near the wall/line to decide whose ball has won.

**PLAYING**
- On the start signal, the players in the front of each team roll their ball along the ground towards the wall – it must pass through the gate to be eligible for scoring.
- The ball must roll along the ground – add a line 3 metres from the throwing line. The ball must be rolling *before* the 3-metre line.
- Each person has an agreed number of throws, e.g. 3.
- The next player in line runs from behind the position marker to retrieve the ball.

**LEARNING INTENTION**
*Speed gate* is an introductory activity for other target games that require rolling a ball accurately and quickly towards an object or goal such as Bombard and Gorri.
Coaching

> Look – swing – release. Keep it smooth!
> **No wall, no worries** – in this variation teams are split on either side of a line and throw the ball to each other. The first ball to cross the line scores. A start signal is provided for *each* throw.

> **Goalball speed throw** – use a goalball, eyeshades and callers.

Game rules

> **Rolling variations** – underarm one-handed (like a ten-pin bowling action); underarm both hands with legs astride (face forward or face backward); bowling action, side-on stance, using both hands.

Equipment

> Use different types of balls – vary size and shape.

> A volleyball wrapped in plastic and secured with tape is an alternative to a regular goalball.

Playing area

> Vary distance to wall/line.
> Vary position and width of gates.
> For the *goalball option*, use orientation lines to mark the throwing line, e.g. use string covered with tape that players can feel with their fingers and feet.

Safety

> No one goes into the throwing area during play.

**Alternatives**

> *ASK THE PLAYERS*

> ‘What can you do to get your ball to the wall first?’ (e.g. starting position of arm/body, ensuring the ball rolls and is not thrown).
Gates are set up over a course. Players in relay teams hit, push/roll or dribble a ball around the course passing between each gate.

What you need

- Field markers or cones set out as shown
- One hockey stick or similar per person
- One ball (sponge ball, softball, soccer ball or volleyball) per person
- Stopwatch

What to do

- Start by pushing/rolling the ball around the course from a start gate.
- Allow children to choose their own starting gate.
- The game finishes when time is up, e.g. 30 seconds.

Scoring

- Winning team is the team that has passed through the most gates.

Learning Intention

Target relay combines basic ball sending/passing with the competitive element of a relay.
Coaching

- Use players as role models to highlight effective skills, e.g. players who hit long and hard compared with players who hit the ball softly.
- Use role models to reinforce dribbling skills with a hockey stick or soccer ball.

Game rules

- **Sending variations** – whether players push/roll, hit or kick the ball will depend on ability.
- **Hit opponent’s ball** – when players have passed through the first gate, they may knock their opponents’ ball away.
- **Time limit** – e.g. 60 seconds.
- **Around the gate** – instead of passing through the gate, players send their ball around it in a circle.
- **Buddy system** – using a goalball (makes a noise) or larger ball will assist players with limited vision, or a sighted partner can call direction.

Equipment

- **Different balls** – vary size, colour contrast shape and weight.
- **Different hitting implement** – hockey stick, paddle bat or similar.

Playing area

- **Gates** – vary the distance from one gate to the next, vary the width of the gate, vary the number of gates, use different configurations of cones.
- **Vary the size of the markers.**

Safety

- **Rolling/pushing option** – players should be aware of their opponent so as to avoid collisions.
- **‘Around the gate’ option** – players should move around in the same direction.
- Hockey sticks must be kept close to the ground.
- No physical contact between players.
- Watch out for other players when moving from gate to gate.

**ASK THE PLAYERS**

- ‘How did you control the ball to avoid your opponent kicking or hitting it?’
- ‘When did you decide to knock your opponent’s ball away and when was it better to concentrate on your own?’
- ‘What is the quickest way to get around the course?’
**Throlf**

As in golf, a course with ‘holes’ is established. Players move around the course attempting to reach the target in the least number of throws.

### What you need

- A range of 5–6 targets, set up at different heights over a course (indoor or outdoor)
- Small bean bags or hacky sacks, one per player, or any other suitable object that ‘stops where it drops’ (scrunched-up paper and tape makes a useful ‘ball’)
- Objects to create obstacles and barriers, such as towels, gym mats or benches
- A numbered flag or card for each ‘hole’

### What to do

**SETTING UP**

- Establish the course and spread the players out on it.

**PLAYING**

- Players throw from a start line (‘tee’) next to each target.
- The next shot is taken from where their bean bag (or similar) lands.

### Scoring

- Score = total number of throws to reach all targets
- The lower the score the better

### Variation

- Work in 2s or 3s and count the lowest score for each target.
- Allocate different scores to the targets.

### Change it

1. Roll instead of throw
2. With a small group, players are blind-folded. Use sound or verbal cues and bigger targets.

### Learning Intention

*Throlf* puts measured throwing and rolling skills into a fun context. A useful lead-in to games like bocce, bowls, tenpin and golf.
Coaching

> Ask the players how they can ensure everyone is included.
> Highlight to the whole group good examples of throwing or rolling.

Game rules

> The player furthest from the target after the opening throw plays first – this mirrors golf and bocce.
> Set a maximum number of throws per target and/or the whole course (like ‘par’ in golf). Involve the players in this decision after the first round.

Easier

> Shorter distances
> Bigger targets
> No obstacles or barriers

Harder

> Longer distances
> Smaller targets
> More obstacles or barriers

Equipment

> Vary the throwing object.
> Use skittles or empty plastic milk bottles instead of targets.
> Vary the targets.

Safety

> Don’t start play if players are still around the target.

Playing area

> Adjust the course so that players rolling the ball can participate equally.
> Create the equivalent of water hazards and bunkers, e.g. a blue blanket for a water hazard or an old gym mat for a sand bunker.
> Vary the distance from the throwing line (‘tee’) to the target.

ASK THE PLAYERS

> ‘How can you approach the target from an obstacle like a bunker?’ (e.g. take the shot sitting down).
> ‘What different throwing/ball sending techniques have you used?’
Triangle roll

Players in 3s stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

**What to do**

**SETTING UP**
- Players spaced 3–5 metres apart.
- Any ball and surface suitable for rolling.

**PLAYING**
- The ball is rolled along the sides of the triangle.
- Experiment with ways of trapping the ball – foot, hands.

**Change it**
- **Roll and perform an activity** – how many side-to-side run/lunge combinations can you perform? Cones are used to mark the agility-run area – start with a small area.
- **Through the gate** – 2 cones are used to make a ‘gate’. The gate may be placed closer to one player depending on ability.

**Scoring**
- Not scoring is an option, alternatively how many times ‘around the world’ in 30 seconds?
- **Vary the** – size of triangle, speed of ball, size of ball, scoring method, type of activity performed after release, size and placing of the of gate.
- Use eye shades and a ‘goal ball’, which makes a noise when it rolls, add an interesting dimension to the activity and will include children with limited vision. Encourage communication between team-mates.
- A player with limited balance can use a chair. A player with poor hand function can use a rolling ramp.

**Safety**
- Do not throw balls.

**LEARNING INTENTION**

This is a beginning rolling and trapping activity that leads to fielding skills. By adding an activity to be performed after release the intensity of the activity can be increased.
Tunnel and laps

A member of the striking team hits a lobbed ball then runs around team-mates, who are standing shoulder-to-shoulder, to score points. At the same time, the fielders come together to make a tunnel. The ball is rolled through the tunnel; the last person runs to the front with the ball and calls ‘STOP!’ (Play with 8 or more.)

What you need

- One volleyball or similar
- 4 markers to define a playing area

What to do

**SETTING UP**

- Strikers and fielders go to positions as shown.
- One fielder is positioned to pitch a ball that must bounce once before being hit, and one striker stands in position to receive and hit the ball.

**STRIKERS**

- The striker hits the ball and runs around the team as many times as possible until a fielder calls ‘STOP!’

**FIELDERS**

- All the fielders line up behind the player who fields the ball.
- They form a tunnel – legs apart – and the original fielder rolls the ball through the tunnel.
- The last person making the tunnel gathers the ball, runs to the front and calls ‘STOP!’
- The game continues this way until everyone has had a turn as striker and then there’s a changeover. A new pitcher is chosen for each new striker.

**Scoring**

- Strikers = 1 point for each lap around team-mates before ‘STOP!’ is called.
- A cumulative score is maintained for the innings.

**LEARNING INTENTION**

*Tunnel and laps* combines fielding with hitting a pitched ball. Finding space is a key challenge for the striker. Activity levels are increased in a fun way for both strikers and fielders.
change it…

**Coaching**
- After some initial play, use role models to highlight effective striking actions, e.g. swing of arm and what part of hand is used to hit the ball.
- Ask the players for ideas to ensure everyone is included.

**Game rules**
- **Fielders** – a player who may be restricted in movement becomes the head of the tunnel irrespective of who fields the ball.
- **Strikers** – one person strikes the ball and a second person runs the laps.

**Equipment**
- **Harder for fielders** – strikers use a paddle bat and tennis ball to hit a lobbed ball.
- **Easier for fielders** – use a slower ball.

**Safety**
- For the *push up and legs raised* tunnels – ensure all fielders line up side by side first and then go down together;
- If a bat is used, make it a rule that the ball must be hit along the ground or high (above head height).

**ASK THE PLAYERS**

**Fielders**
- ‘Is there a formation that allows you both to field all balls and come together quickly to form tunnel?’

**Strikers**
- ‘Where will you hit the ball – will a short ball help you score laps?’
- ‘If you hit a lob, can you score more runs?’

Tunnel and laps
Weme is a target game where one player rolls or throws a ball into an area and the second player tries to hit the first player's ball. Players then alternate turns each aiming to hit the other player's ball. A point is scored for each hit.

What you need

- A marked playing area
- The throwing line and a distant line up to 10 metres away. The lines are about 5 metres long
- Bocce balls or softballs

What to do

**Hit the ball variation**

- The first player (toss of a coin) rolls a ball underarm along the ground towards the distant line.
- If the ball passes beyond the line, the other player scores a point.
- After a ‘fair roll’ which stops before the line, the second player rolls their ball to try to hit the first ball. A point is scored for a hit.
- Both players then collect their balls and the game starts from the other end.
- Players alternate turns. The second player has the first turn.

**2 v 2 variation** – one player from each pair stays at each end. The game that is played from each end is the same as the 1 v 1 variation except partners share and add their points together. Teams alternate turns.

Scoring

- One point is scored for each hit.
- The first player or team to reach 11 points is the winner.
- Play a set number of rounds (called ‘ends’), e.g. 20.
- An alternative is not to score and just play for the fun of the activity.

Learning Intention

Weme is a target game requiring accuracy of rolling. The game is easily adapted to suit players with a wide range of abilities.
**Coaching**

In these activities players can easily ‘learn the skills of the game’ in the course of play. Occasional role modelling using competent players can be used to emphasise smooth and accurate bowling techniques. Useful cue words include: ‘Look – bend – swing – release – keep it smooth!’

**Change it**

- Shorter distances make the activity easier.
- A bigger target ball is easier to hit but may be harder for the player attempting to roll it towards the line.
- Allow either a rolled ball or an underarm throw. If this is played with players at either end, the non-rolling/throwing players field the balls.

**Roll to the circle variation**

- A playing area is set up as shown. The circle is about 1–2 metres in diameter and contains 3 balls.
- The first player rolls a ball underarm attempting to knock one or more balls out of the circle. Play alternates between players.
- If one or more balls are knocked out the circle, they are replaced before the next player’s turn.
- After a set number of attempts, e.g. 10, the player with the highest total number of balls knocked out of the circle is the winner.
- Alternatively play a set number of ends, e.g. 20.

**Safety**

- 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.
- Balls must be thrown below waist height.
- Overly vigorous throws are not permitted.
- Balls are retrieved only when play stops and the ‘return balls’ signal is given.

**Aboriginal and Torres Strait Islanders histories and cultures**

Weme was a stone bowling game played by the Walbiri people of central Australia. One player threw a stone, which was used as a target by a second player. Players alternated aiming at each other’s stone. The game is named Weme after a word from the Eastern Arrernte language of central Australia, which refers to ‘throwing something at something else and hitting it’.

**ASK THE PLAYERS**

- ‘What do you need to do to score the most points?’
- The further the first player rolls the ball, the harder it is for the second player to hit it, but if it goes over the line a point is lost. Ask players what strategy they will use.