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# INCLUSION AND DISABILITIES IN AND THROUGH SPORT

## Best Practice #1 - Spain

EsM – Instituto España se Mueve

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



## Cross Boccia

**Key words.** Please insert 3 to 5 key words that best describe the best practice

Cross boccia, INCLUSIVE; SIMPLE; INDOOR AND OUTDOOR

### 1. Type of Disability

Please describe the type of disability that this practice is focused. If there is an official definition of the disability in European or National documents please provide it.

Intellectual and Developmental Deficits (IDD)- Motor Disabilities (MD) - Autistic Spectrum (AS)

### 2. Organization & Reference

If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.

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### 3. Formal/Informal

Please state if the setting refers to formal or informal education (sport clubs etc.).

Crossboccia is not part of formal education. It can be taught in clubs as well as in schools, and even at recreational level only. It is a modality that was developed on the basis of the Paralympic bocce modality.

#### **4. Practice summary**

Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

Individual game:

1. Boccia is a sport game played with the objective of accurately throwing or rolling balls to land as close as possible to a target ball.
2. The game is played between two teams or individuals, and each player takes turns throwing their balls.
3. The target ball, known as the jack or pallino, is initially placed at a predetermined location on the playing area.
4. Players must throw or roll their balls with the aim of getting them as close to the jack as they can.
5. Players can choose to throw or roll the ball based on their personal preference and strategy.
6. The player or team with the ball farthest from the jack gets to throw their next ball.
7. Players must maintain their position within a designated throwing area while making their throws.
8. The game continues until all the balls have been thrown.

9. Points are awarded based on the proximity of the balls to the jack. The closest ball earns the most points, while the balls farther away receive fewer points.
10. If a player intends to throw their ball at a specific target, such as an object or rail, they must announce it beforehand. If the player fails to execute the announced combination, their ball does not score points.
11. The player with the highest score from the previous round starts the next round by throwing the ball to any point.
12. In case of a tie ("Draw") where multiple players are at the same distance from the jack (or Marker), points are awarded to the players who achieved them. Additionally, "Kills" and "Combos" can also earn points.
13. The game ends when a player reaches a score of 13 points. However, they must have a minimum of two points more than the player in second place (e.g., 11-13 or 12-14).
14. The match is concluded when a player or team wins two games.
15. The player or team with the highest score at the end of the game is declared the winner.

For team rules and more information, visit [www.crossboccia.com](http://www.crossboccia.com)

YOUTUBE VIDEO

[https://youtu.be/tqBTlxWK\\_eg](https://youtu.be/tqBTlxWK_eg)

(in english)

## 5. Variations implemented

Please state any kind of useful variations (e.g., concerning settings, age of participants, types of disabilities and adaptations to other sports) of the practice.

Intellectual and Developmental Deficits and Autistic Spectrum (AS): simplification of the rules: counting of points; description of the type of moves.

Motor Impairment - choice of accessible field

## 6. People involved

Please state organizations and people involved, provide types of disabilities participated in this specific good/best practice. If applicable, be concrete about the different roles of the people involved.

Currently, there is no established organization in Portugal that is responsible for implementing crossboccia. The FPDD (Portuguese Federation for Disability Sports) undertakes dissemination efforts targeting schools and institutions. However, crossboccia has not been integrated into the physical education curriculum of schools. Nevertheless, teachers have the option to explore its implementation within their classrooms.

## 7. National guidelines adopted

Please refer to the national guidelines that are met through the practice. Give basic legislation frameworks that can help teachers understand their legal-driven responsibilities towards their students.

**Article 79 of the Constitution of the Portuguese Republic of 1976** enshrines the right to physical culture and sport for all, an aspect reinforced by article 1 of Law 30/2004, of 21 July 2004 - Fundamental Law of Sport - which assumes sport as an indispensable factor in the formation of the person and in the development of society, dealing especially with the

practice of sport by citizens with disabilities, as can be seen from the determinations contained in articles 5, 26, 32, 70 and 82.

Similarly, **Act No. 38/2004 of 18 August 2004**, the Basic Act on the Prevention, Rehabilitation and Integration of Persons with Disabilities, refers to the value of sport for citizens with disabilities, in particular with regard to sport and recreation as habilitation and rehabilitation measures (Article 25). Furthermore, it states that "it is incumbent on the State to adopt the specific measures necessary to ensure access for persons with disabilities to the practice of sport and the enjoyment of leisure time" (Article 38), including access to the practice of high-level sport (Article 39).

In addition, the Resolution of the Assembly of the Republic No. 56/2009 approving the Convention on the Rights of Persons with Disabilities, adopted in New York on 30 March 2007

**Article 30- Participation in cultural life, recreation, leisure and sport**

5 - With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures to:

- a. Encourage and promote the participation, to the maximum extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- b. Ensure that persons with disabilities have the opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- c. To ensure that persons with disabilities have access to sporting, recreational and tourism facilities;
- d. To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including activities in the school system;**

- e. (e) To ensure that persons with disabilities have access to the services of those involved in the organization of recreation, tourism, leisure and sporting activities.

### **8. Implications for teachers/practitioners etc.**

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

Crossboccia is a very safe and easy sport to implement in any club, school or institution for people with disabilities.

It will only be necessary to acquire the specific ball kits and know the rules to put it into practice. As described in the rules, it can be played anywhere, with no specific dimensions.

For players with Intellectual and Developmental Deficits and Autistic Spectrum, it may be necessary for the instructor/teacher to guide the game, as athletes may have difficulty understanding the rules and scoring.

For players with Motor Impairment, it may also be necessary to help athletes move around if they travel in a wheelchair and are unable to do so autonomously.

### **9. Innovative resources, materials, methods etc. used**

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

Given the nature of the modality, and in accordance with the above, no specific resources or adaptations - apart from the simplification of the rules - are necessary to implement the activity among disabled populations. The game is fully inclusive!!!

### **10. Communication and collaboration strategies**

If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

Basically, the strategies used with all participants are positive reinforcement and the involvement of everyone in the preparation and development of the games.

### **11. Evaluation and/or reflection methods**

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

There are currently no objective methods to assess this practice.

### **12. Training pathway for teachers for integrating this good practice**

Please provide 5 to 15 practical tips to teachers of sports for implementing the proposed good practice. Ensure that tips: 1. refer both to formal and informal settings 2. contribute to the awareness of educators for the needs of students with disabilities 3. Take into account the environmental/architectural and attitudinal barriers (such as inaccessible sport spaces, equipment needed, support provided), 4. provide



individualized adaptations 5. Provide social and emotional support by encouraging social interaction and peer support 6. Provide positive reinforcement to motivate them to continue participating in sports and to develop their skills and abilities.

1. Introduce sport in their regular activities;
2. Assign tasks to all stakeholders;
3. Give autonomy and responsibilities to students - with or without disabilities - in the choice of balls, equipment, the space where to play;
4. Create a method to evaluate the teams accordingly: number of games, number of points, victories and team consistency;
5. Organise tournaments where students can also participate in their organisation;
6. Create a crossboccia club