**FOOTBALL – Day 3**

**Skill(s):** Catching, Running

**Introduction:** Developing the skill pattern of catching and running is essential when playing football. It is important to concentrate on catching the ball before beginning to run. This can be cued as “Ball first.”

**Individual Practice:** In individual space, students will throw the football into the air, to themselves, and then catch it upon its return. When comfortable with this, have student throw the ball in the air, catch it, and then run a few feet.

**Activity:** Catch and Go

**Equipment:** Footballs - different shapes, sizes, firmness

 Cones

**Set-up/Formation:** Set up cones in a straight line, from baseline to baseline on the basketball court. Place a different colored cone at the beginning of the line, and instruct students to stand behind it.

 **X** Student

 **T** Teacher

Cone

 **XXX X** Student Path

Pass

 Return Path

 **T**

**Description:** One at a time, the students will receive a pass thrown from the teacher or paraeducator. After catching or retrieving the ball, the student will run in a zig zag through the cones all the way to the end. They will return by running in a straight line, as fast as possible back to the original baseline. From there, they must pass the ball back to the teacher/paraeducator and get in the back of the line.

**Modifications:**

 **Step Up:**

* Move the cones closer together.
* Add more cones, increasing distance.
* Add other elements, such as a jump rope to jump over.
* Use a regulation sized football.
* Time the students – fastest time wins.

 **Step Down:**

* Move the cones further apart.
* Use fewer cones.
* Remove all cones.
* Use a smaller, softer football.
* Allow student to walk through without a ball.
* Use an underhand toss or hand-off to begin activity.

 **Wheelchair Modifications:**

* Allow student more time to complete the obstacle.
* Encourage student to maneuver through the cones without touching them.
* Allow student to carry the ball on his/her lap while a paraeducator or peer pushes them.

**Tips:**

\*With larger classes, add more lines and obstacles.

\*Place arrow shaped floor markers between cones to direct students.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **6th Grade** | **7th Grade** | **8th Grade** | **High School** |
| **Competency Goal(s)**  | **6** |  **10** | **6** | **10** | **6**  | **10** | **6**  | **10** |
| **Objective(s)** | **6.05** | **10.01** | **6.04, 6.06** | **10.01, 10.04** | **6.04** | **10.04** | **6.02** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

 concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

 either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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