**KICKBALL – Day 3**

**Skill(s):** Kicking, Running, Fielding

**Introduction:** Kickball can be played inside or outside. Students should apply skills previously learned in the unit – kicking, running, and fielding in order to be successful.

**Individual Practice:** Allow students to spread into personal space with a partner and throw ground balls and fly balls to get warmed up.

**Activity:** Kickball

**Equipment:**  Kickball **(**playground ball) or large foam ball

 Cones – different colors

 Optional: Poly spots, therapy ball, hockey stick, crate or box.

**Set-up/Formation:** Configure 4 cones in a diamond shape to be used as 1st, 2nd, 3rd, and home base. Use different colored cones for each base – e.g., 1st base could be red, 2nd base - blue, 3rd base - yellow, and home - orange. Have students playing defense spread into personal space in the field.

x

 X Kicker

Students on defense

 Cone

Direction of base running

 Ball

**Description:** Students will line up behind the cone on the baseline. One at a time, they will kick a ball rolled to them by the pitcher. After they kick, they must run to 1st base and stay. Students will advance one base every time the ball is kicked. Assist baserunners by identifying the cone they should be running to – e.g., “Run to the red cone!” Allow outs to be recorded by the defense if the ball is thrown and hits the cone (not the player) before the runner reaches.

**Modifications:**

 **Step Up:**

* Increase the spacing between the cones (bases).
* Roll ball to kicker faster and with more bounces.
* Allow student to advance more than one base at a time.
* Use same colored cones or real bases.
* Allow student to pitch.
* Implement other rules such as tagging on fly balls.

 **Step Down:**

* Decrease the spacing between the cones.
* Allow student to kick a therapy ball or beach ball.
* Do not require student to run.
* Allow paraeducator to kick for the student.

 **Wheelchair Modifications:**

* Attach crate or box to front of wheelchair. Allow student to push ball with crate or box.
* Allow paraeducator to kick for the student.
* Allow student to push ball off of tee to simulate path of a kicked ball.
* Allow student to hit ball with the hockey stick.
* Have student pitch using the bowling ramp.

**Tips:**

\*Place the ball on a poly spot to keep it from rolling while students try to kick it.

\*Increase the visibility of the cones/bases they are running to with colorful scarves and flags.

**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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