**SOFTBALL – Day 4**

**Skill(s):** Throwing, Catching, Fielding, Batting and Running

**Introduction:** Playing a game of softball requires the skills of throwing, catching, fielding, batting and running. We can adapt these so that any individual can have fun and participate.

**Individual Practice:** Run from sideline to sideline along the basketball court. Hit a Gator Skin ball against the wall and then repeat. Throw a ball against the wall and then catch the rebound.

**Activity:** ModifiedSoftball Game

**Equipment:** Gator Skin balls (large and small)

Bats

Tees

Cones

Optional: Tennis balls, playground balls, volleyball trainer, beach ball

**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. Place the tee and ball at home plate. Have students playing defense spread into personal space in the field.

x

X Batter

Students on defense

Cone/Base

Direction of base running

Batting tee

**Description:** Students will line up behind the cone on the baseline. One at a time, they will strike the ball that is placed on the tee. After they hit, they must run to 1st base and stay. Students will advance one base every time the ball is hit. 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).
* Remove the tee and pitch (toss) the ball to the batter.
* Allow student to advance more than one base at a time.
* Use same colored cones or real bases.
* Allow student to pitch.

**Step Down:**

* Decrease the spacing between the cones.
* Allow student to strike a beach ball off of the tee.
* Do not require student to run.
* Allow paraeducator to kick for the student.

**Wheelchair Modifications:**

* If a student cannot reach the tee have him/her push the ball off his/her lap.
* Allow paraeducator to hit for the student.
* Allow student to push ball off of tee to simulate path of a batted ball.

**Tips:**

\*Identify safety issues with batting – one batter at the tee at a time. Look before swinging.

\*Place poly spots in the field and have students stand on them so they don’t group together.

**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)** | **6.04, 6.05** | **10.01, 10.02** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.03** | **6.01** | **10.02, 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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