**TRACK and FIELD – Day 1**

**Skill(s):** Throwing

**Introduction:** Softball throw is a variant of the shot put, and is performed at the Pitt County Special Olympic Track and Field Games.

**Individual Practice:** Go through the proper mechanics used when throwing – step forward with the opposite foot, elbow up, side to target and rotate shoulder. Have students practice the motion without a ball, in personal space.

**Activity:** Softball Throw

**Equipment:** Softballs

Measuring Tape

Markers (cones or poly spots of different colors)

**Set-up/Formation:** Put students into lines along the baseline. Have a bucket with a mixture of softballs, whiffle balls, and tennis balls at each line. Extend the measuring tape, perpendicular to the baseline.

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xxxx x

x, o Students

Marker

Tape Measure

Throw

Ball

**Description:** Allow students three throws at a time. After each throw, mark the spot where it landed on the first bounce with a cone or other marker. Encourage the student to throw the ball past the farthest marker each time. Record the distance.

**Modifications:**

**Step Up:**

* Require student to use proper form.
* Use a heavier ball. This will help the student throw the softball even further in the future.
* High functioning students may also be able to help measure if no volunteers or paraeducators are available.
* Record distances and encourage student to beat his/her distance every time.

**Step Down:**

* Allow student to throw with two hands.
* Use a lighter ball.
* Do not record distances.
* Provide physical assistance if necessary.

**Wheelchair Modifications:**

* Place the ball on student’s lap and have him/her hit or push it off.
* Have student push ball out of the hand of a paraeducator.
* Suspend a ball from the basketball goal and allow student to strike.
* Provide physical assistance, if needed.

**Tips:**

\*To help students line up correctly, place poly spots on the floor where you want them to line up. Tell students they must each find a spot and stand on it.

\*Ensure safety by instructing students to not throw until given permission by the teacher.

\*Practice softball throw outside, if possible.

\*To add a cardiovascular aspect to the activity, require the student to run and retrieve each throw.

**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** | **10.01** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 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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