**FOOTBALL – Day 1**

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

**Introduction:** Passing and catching are two essential skills needed when playing football. Passing requires a correct grip on the ball and proper aim. Catching should be completed using the hands or chest and hands.

**Individual Practice:** In personal space, students will throw the football into the air, to themselves, and then catch it upon its return.

**Activity:** Pass and Catch

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

Cones

**Set-up/Formation:** Set up cones along both sides of the basketball court. Place a football at each cone along one side of the court.

o o o o o o

x x x x x x

x, o Students

Cone

Students pass

Return Pass

**Description:** Each student will have a cone to stand beside. If possible, assign partners the same colored cone to avoid confusion. From these positions, students will practice throwing and catching the football. The teacher should work with students to throw the ball with one hand and catch the ball with two hands against their body. Softer footballs should be used for students who are afraid of hard, rubber or leather footballs. Students with visual impairments should throw from shorter distances and with a paraeducator, if needed.

**Modifications:**

**Step Up:**

* Move the cones farther apart.
* Use a regulation sized football.
* Encourage student to catch with only his/her hands – no trapping on the chest.

**Step Down:**

* Move the cones closer together.
* Use a smaller, softer football.
* Allow students to pass underhand or hand-off to each other.
* Use a playground ball.

**Wheelchair Modifications:**

* Allow student to trap the throw on his/her lap.
* Allow student to throw a tennis ball or smaller football for better grip.
* Toss the ball to the student from a very close distance.
* Allow student to use two hands to throw overhead.

**Tips:**

\*Using a permanent marker, draw the outline of a hand on the football where it should be held to throw correctly.

\*Encourage students to increase difficulty at their own pace. If they are successful at throwing and catching from 15 feet, allow them to move further apart.

\*If possible, teach football unit outside.

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25