**FOOTBALL – Day 4**

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

**Introduction:** Throwing a football can be a tough thing to master. Being accurate when throwing a football is even tougher. To measure accuracy targets should be used.

**Individual Practice:** Tape targets on the walls in the gym (X or work best). Allow students to practice throwing at the targets numerous times.

**Activity:** Football Accuracy

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

Hula Hoop

Multi-Dome

Cones

**Set-up/Formation:** Students will line up behind a cone on the baseline. Place a hula hoop in a Multi-Dome at center court. Place two cones 8ft apart and 6ft in front of the hula hoop.

X Students

Cone

Hoola Hoop and Multi-Dome

Student’s path

Throw

xxxxx

**Description:** Students will line up behind the cone on the baseline. One at a time, students will pick up a football, run to the two cones and try to throw the ball through the hoop from that distance. Inform students that they cannot pass the cones in front of the hoop. If a student makes the pass through the hoop, congratulate them with a round of applause.

**Modifications:**

**Step Up:**

* Increase the running distance and throwing distance.
* Add more cones and have student weave in and out before throwing.
* Use a larger football.
* Create a moving target – hang a hula hoop from the basketball goal and allow it to swing.

**Step Down:**

* Move the cones closer to the target.
* Use a smaller, softer football.
* Allow student to walk to the cones.
* Allow student to toss the ball underhand.

**Wheelchair Modifications:**

* Allow student to throw a tennis ball or smaller football for better grip.
* Allow student to use two hands and to throw overhead.
* Remove hula hoop from dome and hold in front of student.

**Tips:**

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

\*Place hula hoop and stand on a table to increase accuracy.

**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** | **6.04** | **10.02** | **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