**KICKBALL – Day 1**

**Skill(s):** Defense – Ground Balls and Fly Balls

**Introduction:** The techniques used to field a kickball are similar to those used when fielding a softball. Because kickballs (playground balls) are larger, two hands must be used.

**Individual Practice:** Allow students to work with a partner practicing ground balls by rolling the ball back and forth to each other. Encourage proper form – hands out, knees bent, and eyes on the ball. When students feel comfortable with this skill, encourage them to practice fly balls. They can toss to each other or to themselves. Encourage proper form –two hands, trap against chest or stomach, and eyes on the ball.

**Activity:** Speed Fielding

**Equipment:** Playground ball or large foam ball

 Cones

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

**Set-up/Formation:** Set up cones along both sides of the basketball court. Place a playground ball (kickball) at each cone along one side of the court.

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 x x x x x x

x, o Students

 Cone

 Students roll

 Return roll

**Description:** Each student will have a cone to stand beside. If possible, use the same color cones on one side and a different color on the other side to assist in lining up. From these positions, students will practice fielding ground balls and fly balls. In individual practice students worked at their own pace. In this activity, students will roll and field as fast as they can. The teacher will identify a time limit (i.e., 30 seconds) and the students will try to get as many exchanges done in that amount of time. After 3-4 rounds of groundballs, switch to fly balls. Encourage students to count the number of exchanges.

**Modifications:**

 **Step Up:**

* Increase the spacing between the cones.
* Increase amount of time per segment.
* Encourage student to roll the ball with more bounces.
* Have student throw fly balls or ground balls to the side of their partner, not directly at them.

 **Step Down:**

* Decrease the spacing between the cones.
* Allow student to sit on the ground and roll and trap from that position.
* Use a therapy ball.
* Do not put a time limit on each segment.
* Allow student to stop the ball with their feet.
* Allow the use of the bowling ramp to roll ball to partner.

 **Wheelchair Modifications:**

* Allow student to throw a tennis ball or gator skin ball for better grip and more control.
* Allow student to push the ball out of their lap or down the bowling ramp.
* Encourage students to stop/trap grounders with their chairs.
* Toss fly balls from directly in front of the student.

**Tips:**

\*Encourage students to increase difficulty at their own pace. If they are successful at fielding from designated distance, allow them to move further apart.

**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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